

School Activities

The National Extracurricular Magazine

OCTOBER, 1954



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A Play Yard Recreational Program—Public School 184, Brooklyn, New York

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School Activities

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As the Editor Sees It



There is an increasing murmur against the policy of those school band directors who emphasize the "win" philosophy and policy. Sometimes this "win" concerns competition with other school bands; sometimes it concerns publicity—impressing the community by the band's size, the development of sub-bands to supply its needs, the great number of students who are being taught to play, etc.—all or largely for the glory of the director, the school, and the principal.

The murmurers hold that because of such an emphasis many students are selected for and assigned to instruments that will fill out the instrumentation nicely, irrespective of any great personal interest, playing potentialities, or future personal usefulness. They contend that a student who is or can be quite proficient at the piano, violin, or some other instrument which he will play in adulthood, really suffers because he has to learn some instrument which he will rarely or never play after leaving high school or college.

And they easily point out the absurdity of the director's selling argument, "Learning this instrument will help his piano" (or other instrument). Naturally, it will, but how much? Logically, when one is learning to drive an automobile learning to ride a motorcycle will help, but not so much as driving the car. Surely, playing the flute (say) will help the student with his violin, but not so much as playing the violin itself.

Although the "social values," "wide acquaintance with music," etc., arguments are of value, even these may be only relatively so.

If the student has no particular main interest or ability, assigning him to some instrument may be—may be—quite proper. If he has a special interest and ability these should be respected and encouraged intelligently.

Two points should be clear: (1) the student himself, his music interests and possibilities, should be considered more important and sacred than the organization, its director, and school; and (2) band directors who violate this student-first-band-second policy need to begin to rearrange their philosophy before the thinking

members of the community rearrange it for them.

Which brings us again to this: those of us who appreciate the educational possibilities of activities should be at one and the same time their most severe and their most intelligent critics. Most assuredly, it is no credit to us to have outsiders who lack our interest, experience, understanding, and appreciation point out weaknesses or errors which we should have seen first.

Complaint by concerned parents and teachers is frequently made of two types of students: (1) those who "from the early grades up" have never had a "steady" of the opposite sex, (many dates or none); and (2) those who through all the years have had but one. These adults reasonably feel that the social experience of the former is too scattering to be of significant value, and that of the latter is just as valueless because it is so narrow.

Professor Hutson's proposal in this issue, "The Limited Contract for Steadies," aims at correcting these two extremes, providing for those who need them the most, appropriate broadening and enriching experiences. What do you think of his plan? We'll be glad to consider other articles along this line.

"True Weight," ran a recent newspaper headline. It concerned the agreement of the Big Ten grid coaches and publicity directors to end the use of phony weights of players, all weights to be certified by a disinterested person. The reason? Because of a dear love for good old fashioned truth? Hardly. Because as a "strategic device" it was a bust: everyone was doing it and everyone knew that everyone was doing it—in the name of "character education" or something!

Junior high school interscholastic competition, athletics especially, represents another area in which we would like to present the basic considerations—by those who believe in such competition, and by those who do not. We can use good articles on both sides.

A well-organized play program helps to unify all children, foster school spirit, strengthens teacher-child relations, provides satisfactory gathering place.

A Play Yard Program for Primary Children

THE PROBLEM OF PUPIL MANAGEMENT in the school basements before 8:50 a.m. and 12:50 p.m. is handled traditionally by the line-up of children, according to one of several different schemes, but ever present is the line-up. The arguments advanced for such procedures stress the simple administration of class or line units, with resultant pupil control and improvement of conditions of safety.

It is generally conceded that a relaxed, recreational program is desirable, but with concession comes the belief that control and an informal recreational program are incompatible; that the one precludes the other.

This year we have been challenged by the need for caring for about 600 children, from kindergarten through the second year, indoors. Physical conditions require the use of a small basement area on the Stone Avenue side of the building. Pupil safety necessitates a program of constant vigilance. Sound mental hygiene demands a relaxed, not a rigid atmosphere. To meet these three conditions for morning and afternoon assembly periods of 20 minutes each, was the problem placed before the school Civic Club.

It was suggested that a properly planned recreational program, commensurate with the maturity level of children from ages five to eight, might reasonably achieve the three apparently contradictory goals. The Civic Club accepted the

MILTON V. ROSE

Teacher - Leader

Public School 184

Brooklyn 12, New York

assignment. What follows is a factual, unbiased report of what is being achieved.



Activities for All

Approach

The School Civic Club expressed willingness to accept the challenge:

What can we do to help improve the play yard for the small children?

With the assistance of the teacher-leader they initiated and did these things:

1. Discussed their plans with the principal.
2. Chose a staff of pupil leaders and assigned their tasks accordingly.
3. Planned and executed a continuing program of leadership training.
4. Defined and described acceptable ways of behavior for young children in the play yard situation.
5. Organized a well-balanced play program.
6. Presented their plans to the teachers and children involved.

Leadership Training Clinic

In order that the children chosen as pupil leaders could serve efficiently, a "Pupils' Leadership Training Clinic" is set up and functions under the direct supervision of the teacher who directs the project.

The pupil leaders and the teacher planned a

Our Cover

The upper picture shows the start of one of the final cross country runs sponsored by the Michigan State High School Athletic Association. This group of cross country runners are from Class B Lower Peninsula high schools. All classes were held at this time, about the first of November at Ypsilanti, Michigan.

The lower picture depicts students participating in a variety of activities during the morning and noon periods. Some 600 students are cared for during those times—out-of-doors when the weather permits and inside at all other times. Many desirable traits have been accomplished since the program went into operation. See page 43 for complete description.

leadership learning program. It includes a consideration of the following problems:

1. What is leadership?
2. Why is leadership needed?
3. What qualities make for good leadership?
4. How can children share school leadership?
5. The pupil group leaders role in:
 - a. Planning a play program;
 - b. Keeping records and reports;
 - c. Initiating and leading group play;
 - d. Providing ways and means of arousing group interest and participation in games, story telling, singing, discussions, dramatization, etc;
 - e. Getting the most out of group membership;
 - f. Solving group problems in control and management;
 - g. Evaluating the group program.
6. What are the habits, interests, and needs of kindergarten, first, and second-year children?
7. How can pupil play leaders and parents work together?

The clinic is held weekly to consider problems which have arisen. For their leadership training they seek teacher guidance and direction and draw upon the wider experience of adults.

Organization

The extent to which the project may have succeeded is largely attributed to its organization. The children involved are the kindergarten, first, and second-year classes of the school. This is a total of 600 children, about one-half of the school population. One teacher and sixty trained leaders from grades four, five, and six, supervise the whole activity.

A class is assigned two pupil leaders, each of whom works with approximately sixteen children. Designated play areas are allotted to each class in the Stone Avenue Basement Play Center. There are three pupil supervisors who coordinate the work of the individual pupil leaders.

Each supervisor is responsible for the children of a particular grade level. These pupil supervisors work intimately with the project director and class leaders. Their duties include checking attendance, supplying substitute leaders, if needed, and giving any assistance desired of the class leaders.

The Play Activities Program

The morning play program, starting at 8:30 o'clock, may consist of story telling, picture study, rhythms, poetry gems, choral speaking,

informal discussions, quiet games, and songs.

The noon play program, at 12:30, includes more active play, such as dances, marches, songs, dramatizations, and games.

Each class conducts its own play program under the guidance of the pupil leader. Children share in the choice and the evaluation of their individual class activities.

Class leaders are encouraged to plan their work in advance. School and community resources are drawn upon freely. The staff of the Brownsville Children's Library has been most helpful in this respect.

A portion of the noon recess time is used for general activities which are supervised by the teacher in charge, assisted by the class pupil leaders. These activities include community singing, cheers, choral speaking, contests, school citizenship pep talks, and special feature events.

In performing their program the children are consistently encouraged to practice safety first, fair play, respect for the rights of others, cooperation, and play for fun's sake.

Behavior Patterns

When the first gong is sounded, the children immediately stop their play, get quiet, form their class lines. A second signal sends the classes to their respective rooms. The children are encouraged to be thoughtful of their own and their neighbors' safety.

A trained monitorial staff of fifteen pupils are stationed at staircase landings and in the corridors to insure safety, quick movement, and orderliness. The teacher of each class receives her children at the room door, the pupil leader quickly returning to his own classroom. The process of movement from basement to classroom takes only a very few minutes.

Progress Check Day

Each Friday is designated as Progress Check Day and it is at this time that the children are given recognition for their weekly progress and success. Various incentive devices are used. The children compete against their own record of achievement or adjustment.

The children who fail to manifest evidence of proper growth are given needed counselling and guidance by the teachers and pupil leaders. Less than one percent fail to adjust.

Evaluation

The faculty, parents, and children feel that since the program has been in operation, the small children seem happier, have learned many

play and leisure time activities, are more friendly with the older children, get to school earlier, manifest better school spirit, play more safely, are better acquainted with each other, show less first time going to school tension, and show general personality growth.

The project has proved of inestimable value to the older children who are serving as pupil leaders with remarkable enthusiasm and efficiency. It has afforded them a splendid opportunity for leadership, meeting civic responsibilities, use of talents and other abilities, foster big sister and big brother relationships, creati-

ty, and render school community service.

To the school the activity has served as a good means of unifying all children, fostering school spirit, self-government, strengthening teacher-child-parent relations, and providing a more satisfied gathering of children awaiting to be taken in.

The program attempts to be an enriching and challenging experience in social and democratic living. The children are growing in friendly co-operative group living which promotes the development of a wholesome, well-balanced child personality.

A Student Council Leadership Conference, involving twenty-five states, provides opportunity for developing efficient officers and democratic ideals.

Tell Me Why

IT WAS A SUNDAY MORNING in August. Four busses and their drivers waited outside the main lodge of the camp near Estes Park, Colorado. Baggage had been loaded on the busses. Box lunches were ready to be picked up by the campers.

Inside the lodge high school student council leaders sat in a semicircle around a huge fireplace. Certain details of closing the camp had been handled with dispatch. Cabins had been cleaned and inspected. The grounds had been policed. Bed linens had been returned to the camp office.

Before climbing into their busses, the campers (152 of them from 25 states) sang their favorite song. It had been on their lips after the songfest around the council fire several nights earlier. It was sung by students and camp staff the night before at the close of stunt night. With this tune the boys had serenaded the girls after "lights out."

It is no wonder that tears filled many eyes and rolled down many cheeks. Lumps formed in many throats. "Tell Me Why" had many happy associations for the campers. In a few days, fast friends would be separated by hundreds, maybe even thousands, of miles. In a few minutes, they would be leaving this picturesque spot adjacent to Rocky Mountain National Park.

Several parents had joined the campers at the final general meeting. They were much impressed by the camp and its campers. After a prayer was reverently spoken by one of the staff and while the youth were departing for their

WILLIAM S. STERNER
Rutgers University
New Brunswick, New Jersey

busses, a gray-haired lady touched my arm and said tearfully, "It has meant so much to my grandson."

During the past school year, many students and their principals wrote George Mathes, director of the Denver Leadership Camps, to tell him the value of the training received at the 1953 camp. On the evaluation blanks again in 1954, there were recorded words of high praise and deepest gratitude for the camp experience.

What sort of camp was this one near Estes Park during a week in August? Why had so many students traveled from many distant states to spend a week in the Colorado Rockies? Why had this camp meant so much to the participants? Maybe if we understand some of the reasons behind this conference and how it was organized, it will be clear why the student campers and the adult staff thought so much of the Third Annual Leadership Conference.

For several years, the Denver Public Schools had organized camps for high school pupils who had been elected to positions of leadership in student councils and Junior Red Cross in the Denver public high schools. Other school systems and certain state associations of student councils had established leadership training programs of various kinds.

The National Association of Student Councils has been actively promoting the establishment

of such programs in other localities. In recent years, the leadership camps in Colorado have attracted high school students from many states who wished to receive training for the positions to which they were elected in their local student councils.

Most of us recognize that citizenship education is a primary objective of the modern secondary school in America. Many educational leaders accept the student council as one of the best learning situations for students to practice good citizenship while in high school.

We hear it said that knowledge alone is not enough; intelligent action is essential in a democracy. If student councils locally are to achieve their high purpose, students elected to posts of leadership should receive some preparation for their responsibilities. To provide such training in a systematic fashion, the Denver Public Schools established its leadership conferences.

In 1954, the Third Annual Leadership Conference was sponsored by the Denver Public Schools, the All-City Student Council of Denver, and the National Association of Student Councils. This year the camp was housed in Camp Cheley near Estes Park.

Three major purposes were spelled out for the 1954 leadership conference to achieve. They were: (1) to give student council officers training and experience in the skills of democratic group leadership; (2) to give them an interest and enthusiasm for their student council work which a camping experience furthers; and (3) to improve the student councils in the schools represented at the conference.

Delegates to the conference were selected from students who had been elected to posts as leaders of state or school councils. Each student had to be registered through his own high school and with the written permission of his principal and of his parents. In most cases, not more than one boy and one girl was accepted from any one school outside of Denver. Registration was limited also to keep a balance between the number of boys and the number of girls.

The program of the camp featured general meetings, discussion groups, camp councils, and recreational activities such as softball, volleyball, ping pong, and horseshoes. Each student participated in the songfest and the stunt night as a member of his camp council. Each delegate was a member of one athletic team.

The discussion groups were led by members of the adult staff of the camp—all capable lead-

ers of high school councils. Sixteen hours of classes included subjects such as aims and objectives of student council, parliamentary procedure, techniques of group leadership, student council projects, student council evaluation, student council standards, student council organization, and student council finance.

At the close of the camp, each delegate received a certificate that listed each subject studied.

Upon arrival in the camp, each delegate was given a loose-leaf notebook with outlines of the topics discussed. During class, most students made additional notes based on the lectures and discussions. Reprints of recent articles were provided each student in a packet with his notebook.

Probably the most unique aspect of this leadership conference was the formation of camp councils by the delegates. These councils provided many opportunities for the delegates to practice leadership of various kinds. Each council chose a name, composed a yell, and made up a song. Each council wrote and produced three acts for the song fest and for the stunt night.

The councils engaged in intracamp athletics and planned a square dance, social dance, and banquet. In the process the students formed committees, selected chairmen, and finally elected council officers. Each council was advised by an adult staff member and a junior counselor.

The writer had the privilege of sharing in the camp experience as keynote speaker and special representative of the National Association of Student Councils. It was truly an inspiring conference. In attendance were 129 youth leaders—the pick of their high schools. (The staff included nine junior counselors and fourteen adult leaders of student councils in four states.)

The students made excellent speeches on short notice. All participated in camp activities with much enthusiasm. All enjoyed the informal comradeship of camp life. Anyone who doubts the calibre of the younger generation should witness such a group of young people in action.

This year the conference was housed for a week in a fine camp just east of the Continental Divide in the high Rockies of northern Colorado. From the chapel the campers could see the Mummy Range. From the patio of the main lodge, one could distinguish Long's Peak (14,255 feet above sea level).

A hot sun by day readily burned the camper's skin in the rarefied atmosphere of the high elevation of the camp. At night three blankets helped to keep out the cold in unheated cabins when the temperature outside dropped to almost freezing.

Under such ideal conditions for camping, it is no small wonder that the student council leaders were reluctant to leave the leadership camp on Sunday morning. They had learned

much about student council activities. They had practiced wisely in camp councils. They had made fast friends through active participation in camp activities.

With a song on their lips and resolution in their hearts, they returned to their home schools as well informed leaders of student councils. Schools in twenty-five states have received benefit from the Third Annual Leadership Conference.

A rather unique plan is suggested and outlined that would probably promote a more satisfactory and successful social program for high school students.

The Limited Contract For Steadies

A RECENT NUMBER of LIFE (June 14, 1954, pp. 123 ff.) presented a photographic story entitled "Going Steady." It described the constant companionship of a high school boy and girl in their senior year, a companionship that began this way: "After we had three or four dates," Barbara King recalls wistfully, "I knew I wanted to go steady with Morrie. I hinted and hinted and hinted—and finally he asked me."

Considerable numbers of high school and college youth enter into such informal and private agreements. LIFE estimated that 25 per cent of the pupils in the high school attended by Barbara and Morrie were going steady. The arrangement does not imply the goal of marriage; it seems to signify a play relationship rather than a courtship relationship.

From the standpoint of the boy and girl, going steady has the advantage of contributing stability and security to their social recreation. The girl knows that she is certain to attend the events for which pairing off is desirable; the boy knows that he will have a partner. Furthermore, they plan together for their recreatory associations, instead of the girl's being dependent on the boy's invitations.

Going steady in the high school years is often objected to by parents because they think their children should not "tie themselves down" to one partner. They feel that teen-age boys and girls should be exploring widely among members of the opposite sex, so as to provide a sound basis in experience for the later choosing of a marriage partner.

Many youngsters also dislike the arrange-

P. W. HUTSON
Professor of Education
University of Pittsburgh
Pittsburgh, Pennsylvania

ment of going steady. They shy away from it because they hesitate to assume such an obligation, they fear possible entanglements from which it might be difficult to extricate themselves, and they just want a chance to know a number of members of the opposite sex. The end of the arrangement is not in sight.

From observation we know that some of these high school couples who go steady continue to the marriage altar. Others terminate their agreements by common consent, by a gradual fade-out, or by a sudden explosion, as when one member dates someone other than the partner.

The alternative to going steady is a social life marked by uncertainty, anarchy, competition, and much playing of second or third fiddle. The percentage of participation—and therefore of social gratification—is greatly reduced, because the finding of a partner in the social jungle is a problem for every event. If parents do not suffer with and for their children under conditions of such social chaos, they are strangely insensitive beings.

To achieve the advantages of going steady without the customary disadvantages, this article is being written to propose that the student council of the school make available the following "limited contract for steadies:"

We, _____ and _____, do contract for
the period _____ boy _____ girl _____
to _____ to be steadfast and

dependable in rendering to each other the typical attentions of boy-girl comradeship as expressed in "going steady," and to refrain from extending to or receiving from other persons such attentions. If any unusual circumstance arises which seems to justify an exception, we agree to discuss it with each other in all frankness and to settle the matter in the spirit of justice tempered by generosity.

Date (Signed)

RULES: The first contract that a couple signs will be for the duration of one calendar month. Succeeding contract periods will be either one month or two months. Each contract period must be followed by a no-contract period of one month, during which time the parties are free to date each other or anyone else. During the last week of the no-contract month, contracts for the ensuing month or two months may be made.

The contract forms are available in the office of the counselor or dean of girls, and those who sign a contract will leave it in the office in a public file so located that students can easily consult it.

By setting definite limits—one month or two months—on the duration of the steadies' contract a date of termination is in plain sight. To agree to go steady under such limitations should not be such a fearsome state to enter. The enforced no-contract periods would give the chance to explore new personalities and form new alliances.

Parents and many boys and girls should appreciate this freedom to make new choices without embarrassment and without a rude, one-sided termination. However, there is nothing to prevent a couple from having their own private, informal agreement to go steady during no-contract periods. Of course, there is no thought that pupils would be required to use the public, limited contract proposed in this article. Some might go steady without ever using it. Others might use it at first and then continue to go steady without it.

To illustrate the advantages which inhere in the definite duration of the contract, the public filing of the contract, and the requirement of no-contract periods, the following hypothetical case may be cited. John and Mary have three or four dates at the beginning of the year and have a date for the Halloween Hop. Just a couple of days before that event they make a contract to be steadies for the month of November. Mary isn't too crazy about John, but the contract is the sure way of being in the social swim for a month, at least.

At the Hop, Dick, left halfback and handsome man-about-school, "discovers" Mary and desires her for a party in November. From a quick consultation of the file of contracts he

finds that John has a claim on Mary's company for November, so he dates her for an event in the no-contract period of December, assuming that he is not himself under contract for that month. Thus Dick avoided Mary's turndown for the November party, and John did not find himself suddenly and unceremoniously pitched into the social jungle.

The experience in the exercise of good faith and mutual thoughtfulness between the sexes encouraged by this public contract of limited duration should be soundly educational. For the period of a contract, "two-timing" would be ruled out.

Of course, this plan would not insure against heartaches, for there is always the possibility that the companionship would result in emotional involvement for one party and not the other. But terminations would be orderly; good faith would be observed for a definite period of time. It seems quite possible, also, that these limited-duration contracts might tend to keep these boy-girl relationships on the play basis rather than on the courtship basis, a state to be desired for the high school age in view of the deferment of marriage imposed by our complex society.

In offering this social innovation, the author has no thought of encouraging precocity in boy-girl relationships. Nor is it his thought that the device fulfills the dire need for faculty supervision, guidance, and stimulation of a sound program of social recreation in the school.

Faculties should know that many pupils are not ready to go steady, not ready to pair off at all. They should therefore encourage a variety of social events which may be attended and enjoyed by all pupils without pairing off.

Provision should be made for the teaching of social skills and conventions, and every effort should be made to create an atmosphere of kindness, thoughtfulness, and high regard, so that the clumsiest learner may feel secure in his right and opportunity to learn.

Viewed in this larger perspective of values and techniques in social recreation, the limited contract for steadies will be considered as one small, suggested improvement. To the writer's knowledge, no high school has ever tried it. If readers of the article should desire to experiment with it, surely they will sense the wisdom of thorough preparation of teachers, pupils, and parents for its introduction. The writer will welcome a report from any school trying this social device.

Excellent material for argumentation is presented for both the affirmative and negative sides of one of the possible current high school debate questions.

"Are The Reciprocal Trade Agreements Good For The American People?"

ONE OF THE THREE POSSIBLE SELECTIONS for the final wording of this year's debate question is "RESOLVED: That the Reciprocal Trade Agreements are Detrimental to the Best Interests of the American People." When the final selection of the debate topic is made early in January, this specific wording is one of the three that will be given consideration. It differs from the proposal of a policy of free trade among nations friendly to the United States that was discussed last month. It is radically different from the question that will be discussed next month, namely, "That Congress Should Abolish Protective Tariffs." Of the three possible wordings of the question, this one might be called the least radical of the group.

This year, for the third time, the high school debate season will be divided into two sections in most states. During the first semester, the debaters will discuss the various phases of the general topic asking, "What Should Be the Foreign Trade Policy of the United States?" Following several months of study and exploration of the general topic, the final wording of the debate question will be selected.

Before the debater can attempt to discuss any debate question, he should have a clear understanding of the meaning of the terms of the question. In order to give the debater a proper start toward the preparation of his initial debates, we will present an explanation of the meaning of the terms of this debate topic.

RESOLVED: That the Reciprocal Trade Agreements Are Detrimental to the Best Interests of the American People.

"THE RECIPROCAL TRADE AGREEMENTS": Sometimes known as the Hull Reciprocal Trade Agreements Act of 1934 this legislation was passed to try to adjust fairly the tariff rates established by the Smoot-Hawley Tariff of 1930. This act gives the President the power to cut tariffs to help revive trade with nations that will reciprocate with tariff concessions to our country. The original purpose of the act was to serve as an emergency measure that would stimulate trade in the middle 1930's

HAROLD E. GIBSON
Illinois State Normal University
Normal, Illinois

and at the same time serve to aid in getting out of the depression.

It should be noted that the Reciprocal Trade Acts are not free trade, but they do give the President the power to practically create a free trade situation with the various nations who are parties to the trade acts if he wishes to do so. To date there has not been any move on the part of a President to use his power given by this act to try to establish complete free trade.

"ARE DETRIMENTAL": This term should be very easy to explain. Taking the dictionary definition, we find that it means harmful or injurious. We are simply debating whether these agreements are or are not harmful or injurious to the American people.

"TO THE BEST INTERESTS": This is a term that can be interpreted in a number of ways. We might take the best interests of the American people from a financial point of view. The advocates of free trade might say that the Reciprocal Trade Agreements do not allow for the free flow of goods, and so the prices of many of the things Americans buy are higher.

We might view the question from the point of view of the 200,000 workers who are engaged in making the manufactured goods that would be replaced by foreign goods if we were to adopt free trade. Again we might consider merely the interest of the large manufacturers who are now making goods that have the protection of the tariff. Finally we might consider the best interests of the nation as a whole.

If this question is selected, the affirmative will be in a position to determine what they think the term "the best interests" will include and they can set the pattern of the debate. The negative will have to accept the affirmative definition of the best interests and debate that definition. If the affirmative definition is not broad enough, they may be forced by the negative to broaden the definition.

"OF THE AMERICAN PEOPLE": This too is a broad and ambiguous term in this debate. It may be interpreted in a number of ways just as the term above may have many meanings. We feel that any definition of this term must be all inclusive, and not merely affecting a small segment of the total American public. If the affirmative plan is good for most of the nation, they will probably be able to establish their case.

Affirmative Arguments

In this section we will include a number of the more important arguments that are in favor of the contention that the Reciprocal Trade Agreements are detrimental to the best interests of the American people. The arguments will be italicized and a discussion of these arguments will follow immediately.

The Reciprocal Trade Agreements as they are now operated are not beneficial to the American people. Many of the leading economists and newspaper editors have been pointing out that the Reciprocal Trade Agreements are too weak to meet the needs of the American people.

In the first place these Reciprocal Trade Agreements contain too many provisions that make them a hazard to any foreign manufacturer who may be contemplating doing business with the United States over a long period. For example, they now have escape clauses and peril point provisions that allow the United States to get out of an agreement after it has been made if American manufacturers can show that they have been or may be harmed by the agreements. Such a condition practically eliminates foreign competition over any long period of time.

We feel that since American business is committed to the idea the competition is the life of trade that they should practice this old maxim when dealing with foreign nations. Instead of giving every American manufacturer the opportunity to hide behind escape clauses and peril point provisions, we should make clear-cut agreements to reduce tariffs and then stick by these agreements. American business should not begin to fear competition now especially since the total amount of goods imported is only a small fraction of the total business of the United States.

The Reciprocal Trade Agreements are harming another important segment of American business, the farmer. By keeping prices high, the Reciprocal Trade Agreements are forcing European countries to sell less in this country.

As they sell less, they are able to buy less. Since so much of their money goes for food, these European countries are unable to buy the agricultural products that they need. This means that while the Reciprocal Trade Agreements may be helping a few manufacturers, they are harming the rank and file of American farmers.

We feel that we can sum up this condition by giving a quotation by President Eisenhower. "Our leadership in the free world imposes upon us a special responsibility to encourage the commerce that can assist so greatly in bringing economic health to all peoples. Such commerce, unhampered by needless and excessive barriers, alone can enable the free world to use its manpower, resources, and productive facilities with maximum effectiveness." We feel that this statement points out that the present Reciprocal Trade Agreements system is not doing what is needed to help the entire world back to prosperity.

The Reciprocal Trade Agreements are detrimental to the American people because they are based upon the wrong premise. During recent months we have been engaging in a strenuous debate in the United States about the effectiveness of the Reciprocal Trade Agreements. In this series of arguments, many Americans feel that a reduction of tariffs is primarily in the interest of foreign producers and not in favor of the American consumer. This is a wrong assumption.

The real reason why tariffs should be reduced is because such an action will ultimately benefit the American consumer through reduced prices, increased consumption, and eventually through allowing the farmers and other producers in this country to sell more of their products abroad.

The main objection to the Reciprocal Trade Agreements is that they treat each product as an individual unit instead of taking all tariffs as a whole. When the time comes for the reduction of the tariff on a certain product, the American manufacturers of that product present a case against the change. They use pressure on Congress, haggle and do everything in their power to keep the tariff from being reduced. In every action of this type the special interests present their case, and at the same time there is no one to argue the overall picture of the benefits to the American people of a general reduction in all tariffs.

The principal fault with the Reciprocal Trade Agreements is that they present a piecemeal approach to a large problem. Instead of taking a picture of the entire tariff system, we attack it a piece at a time.

The American consumer and the American farmer are hardly taken into consideration as we make new rates. This means that the system is hopelessly slow in action, and ineffective in bringing about any large tariff reduction.

We of the affirmative feel that we would be helping the American people more if we would throw out the Reciprocal Trade Agreements and attack the entire problem of reducing all tariffs or of even adopting a policy of free trade.

In actual operation the Reciprocal Trade Agreements do not increase the foreign trade of the United States. One of the arguments that have been advanced for the reciprocal trade agreements is that they allow the United States to insure equal tariff treatment from nations that have formerly discriminated against our goods. The theory is that by providing for equal tariff treatment, we will eventually increase the foreign trade of this country.

If this line of arguing is logical, we would assume that since we now have the Reciprocal Trade Agreements the total foreign trade of the United States should have increased. Charles E. Martz, editor of *Our Times*, points out that in 1929 our share of all of the world's exports was 15.9%. By 1934, we were shipping only 11.5% of the world's exports, a drop largely due to discrimination of one sort or another. The important thing to remember is that we have had no marked increases since the trade agreements were placed into effect.

The thing that makes the Reciprocal Trade Agreements so unsatisfactory to the American people is that we almost always get out-bargained when we meet with foreign nations to make trade agreements. When this happens the American people are the ones who suffer in the end.

The protective tariffs that are still in effect after the Reciprocal Trade Agreement is made, keep prices high in this country and do not do anything really significant for the American consumer. Thus we can see that the Reciprocal Trade Agreements actually harm the American people.

Negative Arguments

In the paragraphs above we have some arguments that may seem to be convincing to prove that the Reciprocal Trade Agreements are det-

rimental to the American people. We must always remember that there are certain arguments on the other side of this question that are equally effective. Some negative arguments to prove that the Reciprocal Trade Agreements are really not detrimental to the American people are given below.

After almost a year of study the Randall Commission recommended the continuation of the Reciprocal Trade Agreements. When the Republicans came back into power after twenty years, it was expected that they would immediately move to go back to the high tariff policy that had for so many years been the trade mark of Republicanism.

When President Eisenhower appointed the Randall Commission to study tariffs, it was fully expected that this Commission would come out boldly against the Reciprocal Trade Agreements and a reversal in tariff policy. It is interesting to note, however, that this Commission made recommendations favoring the retention of the Reciprocal Trade Agreements.

In the first place, it has been shown that the Reciprocal Trade Agreements have been successful in stimulating international trade. Statistics of our foreign commerce point unswervingly to this fact. Since a healthy international trade is important to our prosperity, we can assume that the increased foreign trade that has resulted from the Reciprocal Trade Agreements is a good thing for the American people.

As a secondary benefit that the American people get from the Reciprocal Trade Agreements, we can point to their control over the tendency of many nations to raise trade barriers when they feel that they can get an advantage from higher tariffs.

With the Reciprocal Trade Agreements foreign nations are checked when they want to raise their tariffs by the latent threat that the United States will reciprocate against the products that they have to sell. Thus, instead of serving to make tariffs higher in other parts of the world, the Reciprocal Trade Agreements serve as a check against ever increasing tariffs on the part of other countries.

The very existence of these agreements force the foreign nations to think twice before they start a spiral of ever and ever increasing tariffs. The check on increased tariffs by foreign countries is eventually a great benefit to the American people.

When the Randall Commission took a look at

the total tariff picture, they finally reached the conclusion that the best interests of the American people could be served by the continuation of the Reciprocal Trade Agreements.

Many of the leading authorities of the United States on tariff problems favor the continuation of the Reciprocal Trade Acts. One of the best tests that we can have of any system is that of practicability. We want to know if the plan actually works when it is placed in operation. Do the people who have to work with the system favor its continuation, or do they want to abandon it. When we give this test to the Reciprocal Trade Agreements we find that the people who work with the act actually like it.

Howard S. Cullman, Chairman of the Port Authority of New York, has pointed out that "the economic health of the New York area and the entire country would benefit by a reduction of U.S. 'tariff blockades'." He further points out that trade barriers can be reduced without significant injury to our domestic economy. Of course we can make these needed changes within the framework of the Reciprocal Trade Agreements. Significant among the recommendations of Mr. Cullman is the extension of the Reciprocal Trade Agreements for at least five years.

Now let us take a look at this important statement by Mr. Cullman. This man is the head of the largest port authority in the world. He knows how important it is to have a tariff system that will work. He is interested not only in the prosperity of the Port of New York, but in the entire American economy. With these broad interests in mind, he feels that the Reciprocal Trade Agreements should be extended for at least five years. When he makes such a statement he certainly is not of the opinion that the Reciprocal Trade Agreements are detrimental to the American people.

The most effective way to retain control over foreign trade and eliminate the evils of dumping and discrimination against American products for foreign nations is through the Reciprocal Trade Agreements. Even the most bitter opponents of the Reciprocal Trade Agreements will agree with the contention that the United States must retain the power to control the flow of goods into the United States. We must also have the power to handle discrimination against American goods when it develops in foreign nations.

If our opponents will agree that these two powers must be retained by the United States,

they will also be forced to agree that we cannot adopt a policy of free trade. This cannot be adopted because it will cause the United States to surrender these two important powers.

If our opponents will agree that we must retain the power to stop foreign countries from dumping their products on our markets and we must eliminate all types of discrimination against our products that are being sold in foreign countries they must get back to a consideration of the way the Reciprocal Trade Agreements can be used to foster these objectives.

Let us take the example of a nation that is attempting to dump her products on our markets. If this action is detrimental to the well-being of the United States we have a method within the framework of the Reciprocal Trade Agreements to stop the action. This will protect American manufacturers and be in the best interest of the American people.

If a foreign nation discriminates against American products we also have the power to correct this action with the Reciprocal Trade Agreements. If the foreign power discriminates against the products that we attempt to sell to that country, we can use our economic power to reciprocate in kind against her products. In the end this power will force that nation to treat us right or lose the right to sell to us. Since the right to sell in American markets is of such importance the discriminations will soon stop.

Regardless of how we look at the Reciprocal Trade Agreements we can see that they work to the advantage of the American people. We cannot see how the American people can say that the Reciprocal Trade Agreements are detrimental to their best interests.

Sample Dilemmas

In order to present examples of the device in debate known as the dilemma, we will present sample dilemmas on each side of the free trade debate question and show how each dilemma might be handled by the debater. Since the dilemma is a method of strategy that is often used in debate, the debater should know how to answer these two-sided questions.

A dilemma is a method of strategy that must be used successfully by either side in a debate. The initial step in the presentation of a dilemma is to direct the question to the members of the opposing team. This question should be carefully worded so that no matter which one of the two apparent answers to the question are given, the

answer will be embarrassing to the debater making the answer.

It is usually considered to be good debating for the side asking the question to suggest the possible answers to the question and then point out the alternatives remaining with their opponents in making an answer to the dilemma.

Sample Affirmative Dilemma

QUESTION: Is it the contention of the negative that the United States should continue with a system of high tariff such as we have had since 1930 and thus attempt to keep prices high and protect the industries of this country against foreign competition?

IF THEY If we understand the point of
ANSWER YES! view of the negative correctly, it is that the United States should continue to maintain a system of high tariffs so that the industries of this nation will be protected against the possible competition of other world powers. Such a stand is in accordance with beliefs of many Americans, but there is evidence to prove that the average American is not well informed regarding economic problems of an international nature.

If, on the other hand, we take the advice of most of the leading American economists, we will certainly adopt a system of free trade. These economists point to the great commercial development of Great Britain under a system of free trade and to the great prosperity of the forty-eight American states under a system of free trade throughout these United States. We wonder if the negative will be able to refute these two examples of the advantages of free trade?

When the negative take this stand in favor of a high protective tariff, we ask them to explain why so many of the leading economists of this nation are opposed to the plan that they are defending. If they can give a satisfactory answer to this question, we will be willing to admit that they have won their point.

IF THEY We are quite surprised to learn
ANSWER NO! that the members of the negative team do not propose that the United States should continue with the system of high tariffs that has been in effect in the United States since 1930. Evidently they are now willing to admit that high tariffs are detrimental to the well-being of this nation, and

they are forced by the wording of this debate question to defend some system other than free trade.

When the negative debaters make such an answer, they are admitting that the present system is not successful and that we need a change. In admitting the need for a change they are also assuming burden of the proof. In other words, they must prove that the new system that they are presenting is more desirable than the system of free trade proposed by the members of the affirmative. From this time on this debate will be a contest to determine which system is the most desirable.

QUESTION: Is it the contention of the affirmative that the United States will be forced to give up certain present advantages in the form of world leadership as an industrial nation in order to establish a system of free trade? Would we benefit by giving up our present trade leadership?

IF THEY The affirmative debaters are
ANSWER YES! willing to admit that it will be necessary for the United States to sacrifice certain of its present points of leadership as an industrial nation in order to establish free trade. In other words, we are admitting that the establishment of a system such as they propose will be at the expense of certain American industries, but they are willing to sacrifice these industries in order to establish their system.

We of the negative feel that the United States has been the goat too long in international affairs. During World War II we loaned money to our allies that has not been repaid. Even the lend-lease material that we "loaned" to our allies has not been returned in its entirety.

The question that we would like to ask the affirmative debaters is simply this. Why should we make important sacrifices of American industry in order to establish a system of free trade that will benefit our competitors for world markets and penalize American businessmen? When our opponents can give a logical answer to this question, we will be willing to again consider their proposal calling for the establishment of a system of free trade. Until they can show why we in this country should surrender our present prosperity to help people who will not pay their debts, they will win their point.

IF THEY The affirmative debaters do not
ANSWER NO! feel that the United States will
have to surrender part of its industrial leadership in the event of the establishment of a system of world free trade. We cannot see how they can maintain such a contention in view of the facts that we will present. If free trade is established, certain European nations and Japan will flood our markets with their cheap goods. For example, let us take the watch making industry. The workers of Switzerland, with their lower wages, will be able to manufacture watches much more cheaply than is now the case in this country. Even today, Swiss watches are able to compete with American made watches in spite of the present tariff. If this is true of one industry, it will also be true of many others. This, of course, is just another reason why we should not adopt the policy of free trade.

A School Council Election

ANNETTE JO MOORE
Student, University of Wyoming
Laramie, Wyoming

"School council" rather than "student council" is used in the title of the present article for at least two reasons: (1) those enrolled in High School are, for the most part, merely pupils rather than students, and (2) on the council there must always be at least one faculty representative. Thus neither "student council" nor "pupil council" is an appropriate term.

The school council in University High School at the University of Wyoming is an excellent example of such an organization in action. Recently its pupils gained valuable experience in the constructive and educative activity of electing the president and the vice-president for the council for the next school year. By virtue of his vote, each pupil has an opportunity to become actively represented in the group which is permitted to participate in the government of the school.

When the week of campaigning was completed and the ballots had been counted, the president and vice-president of the school council were announced. The president is a boy from the junior class and the vice-president is a girl who is also a member of the junior class.

The week preceding this election was filled with preparation for the elections which were held at the close of the week. The candidates

for the two major offices were nominated by a member of their class or by a member of the school council. The nominations included three candidates for the office of president and two candidates for the office of vice-president.

The candidates for these two offices selected campaign managers who, in turn, selected their campaign committees. These committees prepared promotion materials for their candidates. The members of the committees designed clever and attractive posters and placed them in the halls of the high school. The high school pupils wore campaign badges, prepared by the campaign committees, to show their preferences in candidates.

At the close of the week's activities, a school assembly was held in the auditorium. At that time, the candidates were presented to the pupils by their respective campaign managers. Following these introductions, the candidates presented their platforms for office to the assembly. Some of the plans outlined in the candidates' platforms were: exchange programs with other schools, good publicity for the school, an activities room for pupil use, and a science show of the pupils' term projects.

This assembly, planned by the school council, climaxed the preceding week of campaigning and all the excitement of the week reached its peak. It was an entertaining and refreshing experience to see such enthusiasm displayed by the student body and to hear each candidate explain his platform to the school assembly. Evident in every candidate's speech was the interest that he or she had in his school.

In summary, this allied activity in the form of electing the president and vice-president of the school council was an excellent experience for the candidates as well as for the other pupils of University High School.

The candidates gained experience in good sportsmanship as well as in constructive training in the preparation and presentation of their campaign speeches. Through the presentation of their speeches, they gained valuable experience in speaking before an audience and in conveying their ideas to that audience.

The high school pupils also experienced a lesson in good sportsmanship during this campaign. This was evidenced by the fact that not one of the posters which lined the halls was defaced in any way. As an onlooker of this spirited campaign, it seems to me that a feeling of

good sportsmanship prevailed throughout the entire campaign.

This campaign for the president and vice-president of the school council in University

High School and the final election of the two officers was a valuable lesson to all the pupils in the coordination of ideas, careful planning, and in the promotion of good school spirit.

An active co-operative student council almost assures a successful activities program — much of the success depends upon the ability of the sponsor.

The Student Council Sponsor

HARRY C. McKOWN, IN HIS BOOK entitled "The Student Council," makes the following pertinent comment on the importance of the council sponsor:

"Probably nothing will wreck a council more quickly than student recognition that the sponsor is not sufficiently interested, prepared, or personally equipped to lead it. The faculty representative is the most important single member of the council, not only because he is older, more mature, and experienced, and has better judgment than have the students, but because he, more than they, must accept responsibility for developing suitable policies and procedures, also for coordinating student and teacher relationship. Obviously, then, much of the success of a plan of participation depends upon this specialized guidance officer."

The guiding principles which will be explained in this article represent the most widely accepted criteria for judging the effectiveness of the council sponsor. In order to make them more meaningful, I shall attempt to include some practical application as experienced in my own work as student council faculty adviser at Bloomfield Senior High School.

1. *The entire faculty should recognize and accept its responsibility in electing the student council sponsor.*

Although this practice is strongly recommended by the authors I have read, it has not been accepted in most schools. About half of all council sponsors are appointed by the principal or other administrative officers. In some cases the sponsor automatically assumes this position because of his work as principal, assistant principal, dean, or guidance counselor.

According to a survey made by the National Association of Secondary School Principals, approximately 1/15 of the 367 schools studied designated the principal as student council sponsor. However, although the number of schools allowing the faculty to elect the sponsor is in the minority, the practice seems to be growing in recent years.

KATHARINE T. DENNISON
Bloomfield Senior High School
Bloomfield, New Jersey

Since it is important that the sponsor enjoy working with students and their problems, he should under no circumstances be forced to assume this position against his own will.

The number of sponsors seems to vary, but as a general rule the smaller schools need only one faculty member for the position, while two, three, or sometimes even four sponsors are used in large schools.

Re-election or re-appointment of the sponsor seems to be the general practice, as it is best from the standpoint of developing a continuing policy and broader experience. However, there can be danger in allowing this custom to become a rigid practice based on tradition rather than the welfare of the school.

Age qualifications for the sponsor cannot follow a hard and fast rule, since the success of a faculty member in this position depends on personality, student respect, and other qualities—rather than on age. It is wise to remember, however, that experience alone does not always compensate for other qualifications. The younger, less-experienced teacher may be closer to the students and may have more recent experience serving as a council member in her own school days.

2. *The sponsor should really represent the faculty and reflect its opinion on important policies.*

In situations where there is strong and united feeling among the faculty about a particular issue, the adviser should make the faculty position clear to the council and try to point out the logical reasons for their stand on the issue in question. Personal popularity or fear of student resentment should not prevent the sponsor from taking a stand as representative of the faculty.

The wise, tactful handling of such a situation will eventually produce a real respect from students.

In my own experience as a sponsor, I have found such action necessary in pointing out the weaknesses of staging an all-club carnival which deteriorated to such an extent in recent years that its values were questionable. With most of the faculty strongly against the project, it became necessary to divert council fund-raising into other channels.

3. *He must understand the participation idea and have a basic respect for the council as a form of democratic government.*

The wise sponsor realizes that all students of the school are citizens and should take part in council activities. Since we "learn to govern by governing," rules of eligibility should not exclude participation. The greatest problem here, in my own experience, is the difficulty in arousing the general student body to the need for full participation. There is a tendency for a few officers and committee members to carry much more than their full share of responsibility because of lack of interest.

One of my main purposes during the past year has been trying to draw on a wider group of students for committee work, rather than to follow the usual practice of leaving responsibility to a few senior students. In our school the 45 home rooms send two representatives to the council, making a membership of 90 representatives and about 10 officers and committee heads. Such a large group is apt to be unwieldy and it is most important to spread responsibility as much as possible.

4. *The sponsor must be discriminatingly loyal to the council in spite of conflicting loyalties.*

When fair policy which the sponsor feels is of value to the school meets with faculty disapproval, the sponsor should stand with his council in defending it. He should be loyal to the officers and leaders of the group when he feels that they are unfairly criticized by faculty or administration.

5. *The sponsor should be an enthusiastic member of the council but not a "teacher."*

Domination and preaching must never be used as a way of influencing student opinion. Free expression of thoughts and opinions should be encouraged without fear of teacher retaliation. The sponsor must expect to be disagreed

with and even voted down occasionally. This does not imply a need for complete "laissez-faire" as the adult role is vitally important. However, tactful leadership will gain far more lasting results than force.

6. *The sponsor should not be too conspicuous at meetings.*

It must be remembered that the sponsor is not conducting a classroom discussion. She is merely one of the council representatives who must act as such. Like the other assembled representatives, she must follow parliamentary procedure and will speak only when recognized by the president who is leading the meeting. I have found that it is best to say very little during meetings, thus allowing freedom of expression on the part of students.

When a question of procedure or policy is referred to me by the president, I try to answer briefly and remain in the background. On rare occasions when discussions get out of hand, tactful intervention may be in order. Much of this can be controlled, of course, by the student leader.

Another factor in promoting independent student leadership is care in preparation. In Bloomfield I have found it helpful to meet one day with the president to discuss plans and draw up agenda for the coming meeting.

On the following day the executive committee meets to discuss the agenda and make recommendations for the open meeting. The agenda is then mimeographed so that on the date of the actual large council meeting plans are well organized. This is a great advantage because the president is well-prepared to conduct the meeting without intervention from the sponsor.

7. *Student respect and confidence must be won and held.*

This can be won only by a sincere effort on the part of the sponsor to really understand the problems and interests of young people. Respect can be gained only by showing real interest and consideration for the council members. Thus, no student proposal on a course of action should be taken too lightly or brushed aside. If it is an unwise policy, the other members will be very quick to see its weaknesses in the majority of cases.

But even so, students should be encouraged to refuse unworthy causes with the utmost tact,

without hurting any feelings. Sympathetic understanding of all student interests will gain real student respect which can never be attained with an air of condescension.

8. *The importance of the sponsor's personality shouldn't be overrated or underrated.*

A pleasing personality and friendly spirit are most important traits for the faculty sponsor. However, mere personal popularity should not overshadow traits such as tact, integrity, and sincerity. Students may tend to blindly follow any idea suggested by a popular idol, thus sacrificing the growth of clear thinking and independent action.

9. *He should have a wholesome sense of humor.*

This trait needs little explanation as all successful teachers must realize its importance in dealing with people of any age. In the council, a touch of humor at the right time can often save a situation which could lead to discouragement or even failure. Friendly "kidding" with students establishes a relationship of understanding. Some of the sponsor's ideas will meet with student disapproval, and at such a time a sense of humor helps to meet the situation with the right perspective.

10. *A good sense of relative values will help to encourage student discrimination toward possible courses of council action.*

Possibilities of student council action cover such a wide range that there is a great need to develop a sense of discrimination. Unfortunately, the average council is composed of students whose greatest aim for council action is entertainment. This phase of council work is undoubtedly important, as there are many values to be gained from well-planned assemblies, dances, and variety shows.

However, there is a real need to sell the idea that the council is a democratic government which must assume responsibility for school improvement, welfare, etc. Along these lines, the sponsor can tactfully steer a course in the right direction.

In Bloomfield the council has embarked on a plan to study the resources of the community in order to obtain speakers for clubs and to enrich classroom teaching. It is hoped that the idea of service can be encouraged so that the council will stand for worthwhile activities rather than as a source of entertainment only.

A word of caution should be injected at this point, however. Such service projects should be attempted only after careful consideration, so that students will not be plunged into activities for which they are unfitted and whose outcome may lead to failure and discouragement.

11. *The sponsor should give much time and thought to the council's program.*

Actual attendance at council meetings is a very small part of the sponsor's work. The careful planning and co-ordination of activities is an unending task. Unfortunately, this fact is often unrecognized by administrators so that the duties of the sponsor are added to an already full teaching load. The obvious result is less efficiency and discouragement. In Bloomfield we are fortunate because an extra free period has been given to the council sponsor to compensate for the extra duties.

12. *He should stress and practice cooperation with key individuals such as principal, guidance counselors, groups sponsors, and club director.*

Teamwork with other school areas is especially important in the student council because it cannot possibly function as a complete and separate unit. Helpful suggestions and criticisms from administrators and key personnel should be encouraged and given careful consideration. I have found it helpful to establish a contact with principal and vice-principal before regular meetings in order to solicit suggestions or recommendations.

In Bloomfield the vice-principal works more closely with the council as he is responsible for assembly programs and works directly with the Council Assembly Committee. If there is an Activities Director in the school, it is advisable to consult her in setting up programs, arranging dates, etc.

There are also many occasions when the guidance counselors may be of great service. Recently members of our Student Council nominating committee conferred with counselors on every class level in order to obtain suggestions for students most qualified for executive positions next year. Bloomfield also represents a rather unique cooperation with the Commercial Department and Council since all proceeds from the school store are donated to the Student Council treasury.

13. *Since the evaluation of new ventures results in growth and progress, the sponsor should not be afraid to experiment. An occasional failure may represent a valuable educational experience.*

Since new ventures must be attempted occasionally, some failures must be expected. The evaluation of an unsuccessful experiment may prove to provide a valuable learning experience for the group.

In planning new projects, it should be remembered that each school situation has different needs which must be considered rather than blindly following a policy which has proved successful in other schools. The sponsor will of course make an effort to prevent mistakes which would be most serious in consequence.

14. *The sponsor should study himself and try to make personal readjustments if he senses a lack of mutual understanding with students.*

This would undoubtedly be a difficult course to follow as too often teachers do not realize their own weaknesses. However, it is important for the sponsor to realize that council failures are a reflection on himself as well as on students, he should study his own qualifications for his work and if necessary talk over his problems with faculty friends or principal.

15. *The sponsor should continue training for his council responsibilities.*

The many courses of action open to a student council are so numerous and variable that the sponsor can never consider himself fully trained for his job. Even the most efficient sponsors should be alert to any opportunities for improvement through courses, reading, attending conferences, and visits to other schools. One of the most helpful conferences which I have attended is the annual event planned by the New Jersey Association for High School Student Councils.

In closing, I should like to add that the student council sponsor must possess some of the qualities of a good salesman. Improvement of public relations seems to be a great need among all student councils, so that not only students in a school, but also faculty and administration may appreciate the value and significance of student council work. A constructive program of "good works" can do far more to raise the position of the council in a school than any number of reports and speeches.

S. B. A. Ticket Sale Assembly

IRENE GRAY

Grand Junction High School
Grand Junction, Colorado

Jim (Narrator): I have a message for you, a very great message. This is Tiny Jim Pentico on station W.Y.C.H. that's "Wish You Could Hear." We are appearing for you today through circumstances beyond your control. Broadcasting through the power of our main strength and awkwardness.

The program following is for people who enjoy good entertainment and who like new and up to date advertising through W.Y.C.H. But you "frosh" are invited to stay. Station W.Y.C.H. is new to many of you but it really is a remarkable station, in fact the reception is so good that if we were broadcasting your famous school band, and you didn't like the way "Skippy" banged the big bass drum, you could tune him out and listen to the rest of the music.

Now for your special entertainment we have for you a brief interlude of composed, decomposed acts, songs, and a few scattered commercials.

Now to get things under way we have first that virtuoso of the piano. "Jasmo Jan" better known as Jan Hafyie. (Jan is dressed in a red skirt with a black blouse and a pair of white heels.)

Jan: Once upon a time in the land of OO-bla-dee: (plays two quick chords). There lived three hep little chicks: (plays more chords). Now the first chick was "real square." (plays a few strains from any familiar classical number). The second was slightly on the "commercial side." (plays a few bars from "London-derry Air".) And the third was—"real cool." (plays first part of "Cool Water.")



Now this "real cool" chick was really on the ball: In other words, she was "real george!!!" (plays another chord).

She bought her SBA on the very first day of school. She knew how to support her school in one of the very best ways. But—we can look at this two ways: either she's an SS which is a "smart shmoo"; or else she's LOADED!!!! (crash on piano). As for the other two, well,

I'll dig ya about them later! (Arpeggio Chord).

Now there was a certain young man in this school (?) who was a "real cool Janah." (plays "Nature Boy"). They called him "Nature Boy." But—(crash on piano) there was one thing about this guy—He was *ALWAYS* selling SBA's!!!! (sings and plays a chant to these words: "Buy my SBA's"). He was always singing this tune, and to top things off—he couldn't stay on *that* one!!!! (piano crash). Now this can discourage a gal!!!! (another crash). Well "real square," (play same classical as in first) and "slightly commercial," (play "Londonderry Air") thought they were madly in love with this guy. (say this as though it were very serious and dramatic)—(play a little sentimental music.)

But, alas, (loud chord) and alack they didn't have any classes with him, and they couldn't go to the big dance Friday night, because they didn't have an SBA, and you had to have one to go, and to top things off, they didn't have any moola "greenback stuff" to you "frosh" and how can you get something for nothing???? (plays Blues song.) But—luck must have been with them, because one got a job tending "Denis the Menace," although I doubt if it was worth it, and the other one swung a "quick loan" from her eldee. (play a few bars from "Mother").

Now they had "four" bucks between them—but that wasn't enough to buy *one* SBA; much less two!!! What were they going to do. (play blues again). Bright and early on the next morn they trudged to school; (play heavy bass bars) they walked up the steps, opened the door, and there sat "Nature Boy." (same Chant of "Buy my SBA's"). Immediately their spirit soared (cheerful chord).

Well, they explained their problem to him, and they found out they could put two dollars down and pay the rest later!! (Quick chord). So they did; (another chord) and they went to the dance that night, ahhh, if only—maybe, just by chance they might have *one* dance with "Nature Boy."

Gosh, wouldn't that be dreamy????? Simply heaven, (sigh, and play dreamy music). But "real cool" had already "hooked him." But they weren't really too square—in fact both of them knew how to jitterbug really neat, so they got a session going and before you can say "Be Bop" they had a couple of the cutest boys in school!!! (Happy music). So, see, almost anything can happen when you buy an SBA. So come on guys and gals get *yours today*.

Jim: Thank you, thank you very much, Jan. Now we have for you the kid with the real bear tone tonsils. The one you would all like to get up and go home for. His name, the one and only Jim Pentico in person. S-a-ay, that's me. (Jim is dressed in sports clothes). (Tune: Give Me a Kiss to Build a Dream On.)

Give me an SBA to go on
To all the games of football
That take place this fall.
I'll have no worries at all
With an SBA to go on.
I'll get me an SBA tomorrow
And I will have no sorrow
At annual time next spring
I'll have a good reason to sing
With an SBA to go on.
When I was working this summer
I got up the five bucks.
I went to Ronald
And told him to sign me up.
So I've got an SBA to go on
And I'll be free to go
To everything at school.
Say man now ain't that cool
I've an SBA to go on.

Thank you, thank you, very much, for your applause. It was appreciated. But say, Norlin, you can take the tomatoes home—I don't think Mr. Granere would like it if you threw them in the gym. Now you unfortunate people, we have for you a commercial. It's the "Cool Tigers" with Kay Massard and Luwanna Wortham.

Girls:

Tiger Jim and Tigerette Lu
Were walking down the avenue
Oh honey have an SBA on me
Oh honey have an SBA on me
Tiger Jim said to Tigerette Lu
I've bought my SBA have you.
Oh honey have an SBA on me
Oh honey have an SBA on me
Oh honey have an SBA on me
Oh honey have an SBA on us.



(Done in syncopated patter style—small dance routine)

Say man wasn't that solid, just like a brick chicken house. Now for you cubes that didn't get to go to the "Big and Little Sister Party," and by the way cubes are squares in 3D, we have for you Susan Yorbrough, Marilyn Clark, Joyce Israel, and Linda Haynie and the "Gopher Girls" (They are dressed in gunny sacks). Dance routine—

We are the Gopher Girls
We always go for boys
But they don't go for us
But we still go for them.
Our father was a groundhog
Our mother was a squirrel
Our sister was a chipmunk
But we're just gopher girls.
Some fellows they are short
Some fellows they are tall
Some fellows they are fat

But we just love them all.
 Some girls have lots of poise
 Some girls have lots of fame
 These girls would have their boys
 If they were classy dames.
 We don't have pretty clothes
 We don't have all our teeth
 We don't have any boys
 But we sure think they're neat.
 So buy an SBA card
 Oh, buy an SBA today
 We're really working very hard
 Just to get you to say.
 Oh yes, I'll buy it now
 Oh yes, I'll buy it now
 I'll buy my SBA.

Jim: Say man I could go for some of that, do you dig me, Jackson? We got a real tear jerker coming up now. It's the Pride of G.J.H.S. with Wayne Cheedal, Bob Ingerbritson, Bob Belt, and Frank Wagner. (They are dressed in sports clothes with 3D glasses). For some reason they're "Crying in the Hallway", let's give a listen to them. (Tune: Cryin' in the Chapel.)

Quartette:

You saw us crying in the hallway
 Because we had no SBA
 We know the meaning of pure sadness now
 We've been crying all the day.
 Just a plain and crowded hallway
 Where all we students go to stay.
 We pray the Lord we'll get richer
 So we can buy an SBA.
 We searched and we searched
 But we couldn't find
 No way on earth to find a better buy.
 Now we're happy in the hallway
 Where everybody kills his time.
 We know the meaning of contentment now
 Because we saved many a dime.

Jim: I have a commercial for you now. The program will continue in a few short periods, but now a word from my sponsor. It's Delores Kniffen, Renita Dunivant, Sally Richardson, and Elaine Peterson. They are gonna tell you all about these "Crazy Cats" (they're dressed in plaid slacks, white shirts, and hats).

Choo-Cha-baa Choo-Cha-baa Choo-Cha-baa-baa.
 Choo-Cha-baa Choo-Cha-baa Choo-Cha-baa-baa.
 SBA, real smooth
 SBA, real gone
 SBA, real smooth ahhhhhhhhhhhhhhhh.

Jim: I have a commercial for you now. The excuse me, I misplaced a comma, I meant to say that was just wonderful, girls. You can see those girls have a sincere feeling for their sponsor. You all have heard about Eddie Fisher, haven't you???? Well, he likes his sponsor too. As most of you probably know, Eddie has a radio program for coca cola and he likes his new sponsor so well that just the other night he drank eight cokes and burped "7-up." How does this

sound to you? Paul Jennings, Ann Price, Fred Reynolds, and Don Hill in the High School Production of "Dragonet."

Paul: The legend you are about to hear is true. Only the jokes should be changed to meet Miss Groom's approval. My name is Blue Monday. I'm a Tiger. On 8:05 November 1, I was working outside of 110 on the SBA Detail. A call came from the SBA Chief—Crew cut Keswick. Some monstrous fiend had been stealing SBA tickets. Non-support of student body. My job-Catch-um. You call me chief? What's your name.

Don: Don!

Paul: Don who?

Don: Don Da Don Dant!!!! Yes, sticky fingers has been at it again.

Paul: Got a lead?

Don: Oh, nothing much to go on.

Paul: Say, did you take that 2×4 card into Walley's lab to have them check on it?

Don: Yea, ho—You were right.

Paul: I was right?????

Don: Yea;—it was a piece of paper.

Dragonet Music

Paul: 8:22 a.m. I talked to a loyal Tiger supporter whose SBA had fallen into the clutches of the thief.

Knock, Knock.

Paul: Can I talk to you Ma'am.

Ann: Who are you?

Paul: I'm Blue Monday, ma'am. Non-support of the student body detail, ma'am. I wanna ask you a few questions ma'am. I understand you were almost dismissed by this man. Ma'am, Is that right, ma'am?????

Ann: It was terrible. He threatened to expell me.

Paul: How can I be sure of it, Ma'am.

Ann: Believe me, I'm not here anymore!!!!

Dragonet Music

Paul: 3:06 p.m. I was pushing my Packard back to 110 to make my report then it happened!!! *Dragonet Music*. It was the thief!!

Fred: Hi, I'm sticky fingers Granere. You must be Blue Monday.

Paul: Right.

Fred: I see you got one of those crisp \$5.00 bills.

Paul: That's about the size of it.

Fred: Ha, Ha, you slay me.

Paul: That's what I wanna talk to you about.

Fred: What do you mean?
 Paul: I'm taking you in on a 1000. You figure it out.
 Fred: What's the charge?
 Paul: Stealing SBA's out of season.
 Fred: Out of season! You'll never pin that rap on me. Do you hear me, cop???

Paul: Yes, I hear you. I've got you in on a 109.
 Fred: What's a 109????
 Paul: Overacting, let's go!!!!

Dragonet Music
 Paul: On November 2nd the thief was tried and convicted. His SBA was removed and his picture was omitted from the annual. Stealing SBA's is punishable by a fine of not less than \$2.00 or more than \$5.00.
 Don: Well, Blue Monday, I see you broke the SBA ring. How'd you get a lead on him?
 Paul: I played a hunch chief. It was just a hunch. I played my luck. Sometimes a hunch pays off, sometimes it doesn't. I was just lucky.

I just played a hunch.

Don: What you are trying to say is that you played a hunch, a lucky hunch, a lucky guess. Sometimes a hunch pays off and sometimes it doesn't. You just played a hunch. Is that what you are trying to tell me????

Paul: Yea. I just played a hunch.

Dragonet Music

Terrific fellows, just simply wonderful. Now I have a hunch that is—I've got a feeling. I mean to say—Ladies and gentleman we have for you today the football game of the year, it's the Grand Junction Tigers vs. the Central Kindergarten. They're coming on the field now. Oh my goodness, I just got carried away with myself didn't I????? Down, boy, Down. Well this is the end of our program for today, and this is tiny Jim Pentico signing off for station W.Y.C.H. And now a few words from "Nature Boy" Come on Ron.

Editor's Note: S.B.S. stands for Student Body Association.

The School Play is the thing—it develops students' abilities with poise, assures cooperative endeavors, establishes a bond among students, teachers and others.

To Be Or Not To Be--A Director

PERHAPS YOU'VE HAD THIS EXPERIENCE and are familiar with all the pitfalls awaiting the novice director but, if you haven't, let us warn you of the snares that await the unwary. The first snare is a smiling, genial principal who lures you into his office and chats with you in a casual manner. Before you realize quite what has happened, he has managed to steer the conversation in such a way that you have admitted to some experience in dramatics. Following a series of lightning moves on your principal's part you find you have volunteered to coach a senior play.

The first prerequisites for any beginning director are nerve pills, ulcer medicine, and hair dye (to cover the grey hairs you acquire) needed during your novitiate. Once these have been acquired, you are ready to tackle your herculean task.

The first order of business is to select a play. In order to insure the cooperation of the students you allow the students to select the play you have already decided upon. When this matter has been taken care of, the selection of the cast

NANCY WALSH
 PATRICIA MURRAY
State Teachers College
 Montclair, New Jersey

is the next item on the agenda. This is done by holding tryouts where you can listen to some immortal lines of your chosen play being butchered by the eager applicants. To your surprise there will be people who can manage to read lines as though they were conversant with the English language. These are the ones whom you select as your cast.

You begin rehearsals; at first, even taking nerve medicines, you have palpitations when you realize these people must eventually perform before an audience and you wonder how you ever will get them ready in time, but do not falter; you are not alone. Others, including the cast themselves are wondering the same thing. However, time works wonders and gradually your cast of gawky high school students begin to resemble the characters in the play.

Now that your actor type ulcers have settled

down to a steady pace (remember, you cannot be a director without ulcers), you realize there are other ulcers to contend with. Unfortunately, unless you decide to be an extremely modernistic director, a bare stage is not the proper background for your production. Therefore, you must decide what flats or backdrops you will need, and from what Aladdin's lamp you're going to acquire them.

By dint of wiles, you convince the shop teacher that it would be an easy job to construct needed scenery with the assistance of very capable senior boys. The flats are made from wooden frames covered by a heavy muslin. This you learn from research. Before they can be painted, however, you find they must be sized. By further research, you arrive at the simplest method for combining painting with the sizing. You locate a delightful old recipe which tells you how to brew the proper concoction.

If you happen to be directing "Macbeth," it also gives you a chance to get the witches' perspective as you recite the proper incantations. This, however, is still not enough for a stage setting. Again you bring the charm to the oozing point and contact the local furniture dealer. Happily, he agrees to allow you to borrow the necessary furniture for the play. Another set of ulcers is contented.

By this time, the actors have learned that no true exponent of the art of Thespus ever arrives on time for a rehearsal. Being very shrewd and by this time full of all sorts of devious ideas, you change the rehearsal time to an earlier hour. This satisfies everyone since the actors can arrive late when from your point of view they are on time or even early. Another hurdle has been overcome!

You have now arrived at the place where you worry about the memorization of lines. The cast seems to have become passionately fond of their scripts and feel it impossible to appear on-stage without them. Ranting and raving is useless—it only adds another ulcer. No, you must be devious and artful. You casually ask to borrow individual scripts, just to check a line or entrance. Soon you have all of them. Now you force the cowering cast members out onto the stage. There, they discover, to their amazement, that it is possible to put on a performance sans script. Thereafter, the actors proudly exhibit their independence.

You have managed the easy parts of directing; now come the hard ones. Even though the cast knows their lines, they are still awkward on stage, the lines sound artificial; and besides, they can't be heard beyond the third row. These insurmountable obstacles will take hard work—particularly on your part—to overcome.

For overcoming awkwardness, you appear on stage and show them how at ease you feel. (Be careful of any subversive whom you may hear muttering "ham.") You help these budding Thespians to interpret their respective characters and add fitting gestures and actions to alleviate these difficulties. You discuss the meaning of various stilted lines until you feel as though your artistic soul has been wrung dry.

For developing those pear-shaped tones, or at least a voice that can be heard, you must teach the actors how to breathe. Here you may run into a little difficulty with those few who are misguided enough to think they know how merely because they've been breathing for seventeen years. Being by this time well versed in all the methods of overcoming opposition, you soon have everyone breathing from the diaphragm.

Not content with merely teaching them the ins and outs of proper breathing, you also make the cast practice making their voices bounce off the back wall of the theater—called an auditorium. You encourage them in this endeavor by leaning against this wall and making your voice bounce off the back wall of the stage. This could be called voice tennis if you so desire.

Meanwhile you cannot hide this great light under a bushel; so, you advertise. A committee of students is formed to act as press agents. Posters are printed and distributed all over town. Everywhere you go you see your name listed as director of the senior play. Silently, you pray that now that the secret is out, you won't have to leave town after the performance.

The town paper, (and any other that will print it) is supplied with reams of deathless prose giving blow-by-blow accounts of the progress being made and reminding the public when and where they can see the play and how much "two on the aisle" will cost. The school paper is also well supplied with publicity releases to keep the students informed of the necessity of saving their allowances for tickets.

Properties are being collected by this time and you find yourself surrounded by such entic-

ing items as old wash boilers, toy dogs, an old apple, and other equally strange objects. Attics are searched, cellars are emptied, and finally you have the complete list of all the odd items needed to put on a play.

Make-up is the next ulcer to be contended with. If you're lucky, some students will know how to apply theatrical make-up. Most likely, however, you won't be lucky; so donning your hunting clothes, you set out in search of a make-up committee. Your hunt is successful and you have bagged three volunteers.

Using the committee and any other hapless soul who chances to wander by, you demonstrate the art of making-up actors and have the neophytes practice. Surprisingly enough, they learn quickly and are soon slapping on make-up like experts. Under the application of their skillful fingers, seventeen year-olds become forty or ten or whatever age you desire.

Time is getting short so you turn your attention in two directions: toward costumes and toward a stage crew. Perhaps you're lucky as far as costumes are concerned and your play calls for modern dress. Then the cast can probably get everything they need from their own wardrobe or that of another member of the family. If, however, you are giving a period piece, you have two courses open to you: You may talk the home economics teacher into making costumes or, if you have the necessary financial backing, you may hire costumes.

As for the stage crew, there you will need a stage manager, three or four young men to change scenery and furniture when necessary and someone to handle lights. This latter can usually double as a sound effects man if one is needed (that is, provided the stage crew is not unionized).

Suddenly you realize that the great moment is almost upon you. Dress rehearsal runs true to form: one of the stars bursts into tears and has to be comforted and inveigled into going on with the rehearsal, fuses blow along with never-before-forgotten lines. Scripts again appear, and you despair of ever having a successful performance.

Then—opening night! You can't believe that the great moment has at last arrived. Everyone is excited while you remain cool, calm, and collapsed. You wonder what will happen when the curtain opens. While you're wonder-

ing, the audience is arriving. Fortunately, you selected a cast with a great many relatives and a large host of friends so the auditorium is well-filled.

The cast is dressed and made-up and the stage is set. You signal and the curtain rises. It is a different group which appears on the stage. They are no longer gawky teenagers, they are actors playing a part and, oddly enough, doing a fine job of it. You heave a sigh of relief and make the mistake of settling back.

Then comes the scene in which the stage is dark and you crouch in a corner with a flash-light and script, ready to prompt the sound effects man. Just at the crucial moment—the flash light burns out and you are left in total darkness. Some kind soul supplies a lighter and your heart resumes beating.

Intermission arrives and the play seems to be running smoothly. The audience is laughing in the right places, the cast knows its lines and they have conquered a good deal of their stage-fright. They adjourn for a feast of lemons (for the voice, you know).

The third act begins and tragedy strikes! The curtain jams when it is only part way open. All efforts to budge it seem unavailing and again your heart stops beating. Suddenly, your attention becomes riveted on the stage. The actors (and they deserve the title) have casually moved down stage to the center and are continuing in that limited space as though nothing is wrong. Some mechanical genius manages finally to get the curtain open and the play goes back to normal.

No more unforeseen happenings occur and the final curtain at last rings down to tumultuous applause. You, too, are called out on stage to take a bow and receive a presentation.

Post mortems are conducted in dressing rooms as you make the final arrangements for disposition of props and scenery and the rest of the paraphernalia. You realize that though you feel more tired than ever before, you've enjoyed every minute of it and you wouldn't have missed it for anything. You have come to know well a group of students who are pretty wonderful. They, too, have worked doggedly and given up many hours of free time to make the play a success. You have established a bond with them which nothing can break. No longer are you teacher and students; you are all friends.

Student Lounge For Newcomers

LEONARD HARVEY
School Civic Club Adviser
Public School 75
New York, New York

Every Wednesday from one to two p. m. thirty to forty children made up of newcomers to P. S. 75, Manhattan and the regular members of the School Civic Club, meet in the Student Lounge for an hour of fun and good fellowship. In this way, the newcomers from Puerto Rico and elsewhere get an additional opportunity to meet with other children each week to play games, sing songs, dance, and just talk.

You will find the host members enthusiastically playing a game of dominoes, pitching horseshoes, or playing chinese checkers—Puerto Rican style. Others may be observed in a game of electrical jack-straws. But the most popular corner in the room is where the Puerto Rican children are teaching other students native songs and dances.

The student lounge came about as a result of a meeting held by the student council's civic club of P. S. 75 in Manhattan. At the time they were considering a number of activities which would help to improve their school. After careful consideration, the group decided to select a project which would help to improve relations between the student recently arrived from Puerto Rico and the other children in the school.

The members of the civic club realized that the most effective way to encourage friendly relations would be to have a relaxed atmosphere where fun prevailed. The idea of a student lounge which was suggested by one of the members seemed to fill this major requirement.

A number of problems had to be solved by the group: Where should the lounge be held? What kind of program would be effective? Who should be invited? How should the lounge be conducted? and finally; How should this project be announced to the school?

After considering a number of places, the school lunch room was selected as the most appropriate place. A committee was elected to meet with the principal Dirk Stamler, in order to obtain his approval. After listening to the committee, Mr. Stamler endorsed the project enthusiastically. In addition, he offered to

make storage room available to the group for their equipment.

Plans were made to start inviting boys and girls, newcomers to the school, from the fourth, fifth and sixth grades to the lounge. A variety of games had to be collected for use during this special period. Some members of the club donated games—others were purchased by the group.

Bobby Landau, an officer of the club, announced the formation of the student lounge for newcomers over the public address system. At the first session about 30 to 40 excited youngsters arrived, not too sure what to expect in spite of the advance publicity. A short business meeting helped to clarify the purpose of the club before the youngsters went to activities of their own choosing. Sets of dominoes, horse shoes, and Chinese checkers were taken out by excited hands. The room began to hum with activity.

Shyness at first was evident, but this slowly gave way as the Puerto Rican children began to learn to play the games. A number of friendships have developed as a result of this lounge. Such remarks as "say some English," or "this is fun," reveal what is going on in this informal atmosphere.

Before many weeks went by, an interchange on the cultural level took place. A group of Puerto Rican children began to teach their New York schoolmates native songs and dances. As though pre-arranged, one member of the group teaches one song or one dance, then another member takes over. The choral effects accompanied by appropriate steps are learned very avidly and with great animation.

A corner of the lounge is now occupied each week by an ever enlarging group of youngsters who are getting a "bigger kick" out of learning Spanish songs and dances than in playing dominoes. Echoes of these songs can be heard down the halls after these children leave the lounge.

Evaluation meetings are held monthly by the civic club to consider improvement of the lounge. Some of the plans include taking photographs of the lounge in activity. Some have already been taken and attractively arranged on the bulletin board, which is displayed outside the main office.

Other plans include a visit to the Puerto Rican Immigration Bureau, the celebration of Puerto Rican holidays, to be sponsored by a committee of the lounge, a social for the parents

of the newcomers by the parents' association, preparation of a booklet of favorite games taught by the Puerto Rican children in Spanish words of greeting with translations, and the photographers club to continue taking pictures of newcomers for the bulletin board display.

After six months, one can feel great satisfaction with the results of this activity. Heard in the lounge are comments like "thank you," "good-bye," and "next week?" We plan to continue this experiment of inter-group relations on a student level.

The secondary school can be attractive and enjoyable when a desirable social program is provided by cooperation of students, faculty, and administration.

Social Organizations, Parties, Dances

THE ART OF LIVING TOGETHER may be found to be the main spring in the function of education. Social functions are means by which pleasurable and worthwhile activities are experienced.

The youth of today desire, seek, and find social activities. It is the responsibility of the school to see that these activities are wholesome. The challenge to the school is not to abolish these activities but to guide them. *The school's duty is to teach these young people to do better the desirable social activities that they are going to do anyway.*

To accomplish this there must be a wisely planned program of activities. The responsibility for school leaders and parents is not to destroy these social interests of youth but to create an environment in which they may find an expression as nearly perfect as possible.

Social functions are desirable but they must be constructive. Social training is a must in every school community. The leisure time problem is of concern to all of us.

Objectives

Social organizations should be built around the following objectives. There should be desire:

1. To develop an acceptable pattern of social behavior.
2. To develop a well-adjusted personality.
3. To develop normal heterosexual interests and attitudes.
4. To develop leadership.
5. To develop mutual consideration and respect of members of the opposite sex.
6. To provide an opportunity for everyone to participate.
7. To participate in determining school policies in matters of social life.
8. To develop administrative ability.

**RALPH W. MILLER
CHARLOTTE PRITCHARD
ELAINE DAVIDSON
State Teachers College
Montclair, New Jersey**

9. To develop skills with carry-over values into adult life through various committee activities; decorations, programs, invitations, refreshment, entertainment, publicity, finances, and group discussion.

10. To develop participating citizens in the school community.

11. To evaluate the results of the Social Program.

Responsibilities of the Social Committee

The social committee should be responsible for the following functions:

1. Make a study of the social needs of the school and plan methods for meeting and satisfying these needs properly and adequately.
2. Arrange the social schedule for the year and recommend it to the student council or student government association.
3. Make a study of games.
4. Train leaders.
5. Aid in developing a proper social spirit in the school.
6. Build a social library.
7. Index materials relative to banquets, formal and informal parties, house parties, historical games, stunt games.
8. Teach party courtesy.
9. Teach good form in dancing.
10. Study of cost of each function.

A Few Positive Approaches

1. Faculty advisers should work in cooperation with the home as well as the students. They should not assume to be or act as policemen or

reformers; instead, they should be real friends and pals in understanding situations and in promoting the best interests of everyone concerned.

2. There should be a schedule of events.
3. No events should be conducted without the consent of the social committee.

4. Allow proper freedom of expression insofar as possible; use discipline as a last resort only.

5. Cultivate a sense of democratic student responsibility.

6. Try to hold all events in the school building when possible.

7. Build up a set of customs and standards to be upheld.

8. Establish simple regulations relative to going and coming to the event.

9. Use school talent where possible and cultivate school talent.

10. Encourage inexpensive forms of dress and simple decorations.

11. Do nothing to check wholesome spontaneous expressions of youth in pleasure.

12. Check unpleasant expressions by positive means.

Questions That Need to be Answered

Some pertinent questions that require answers before a social event can be given are as follows:

1. Whose party is it?
2. Who shall come?
3. When shall it be held? 8:30, 10:30, or 11:30?
4. Where shall it be held?
5. What regulations shall govern the party?
6. Who shall be chaperon and what are her constructive duties?
7. Of what shall the program consist? Varied activities, dramatic events to start, or music.

A Prom Without Tragic Consequences

- I. Social Committee (second to student council.)
 - A. Board of 8-12 members (depends upon size of school, members elected from classes.
 - B. President and secretary of each class.
 - C. Vice Principal or faculty member.
 - D. Courtesy member (a parent or outside school individual.)
- II. Function.
 - A. Receive requests for social functions.

B. Determine procedure for scheduling date.

C. School policy.

D. Check written report following social event.

III. Steering Committee for social event—members from each of four classes. Five elected class members for 100 pupils. One additional member for each 50 additional pupils. Example: Five members for 100 pupils, 6 for 150 pupils.

IV. Procedure—Steering Committee for working plan for groups to be responsible for the following details.

- A. Group for decorations—type of dance.
- B. Invitations—eligibility—tickets printed—activity card.
- C. Refreshments.
- D. Entertainment—Skits, Musical selections, choral groups, exhibition of gymnastics.
- E. Publicity—local papers—posters.
- F. Expense.
- G. Clean up.
- H. Transportation.
 - I. Code of behavior.
 - J. Chaperonage.
- K. Written report following event sent to social committee.
- L. Date—scheduled—traditional.
- M. Location—permit if necessary.
- N. Type of dance.

I. Decorations depending upon type of dance.

- | | | |
|--|---|-------|
| <ol style="list-style-type: none"> A. Suitable B. Tasteful C. Simple D. Colorful E. Inexpensive | } | Theme |
|--|---|-------|

II. Invitations.

- A. Eligibility—open or closed dance attendance.
- B. Activity card.
- C. Printed tickets—custody of proceeds.
- D. Made by art department.

III. Refreshments.

- A. Depending upon season and type of dance.
- B. Simple, pleasing, tasteful, and wholesome.

IV. Location.

- A. School—permit.
- B. Outside school territory—expense to students.
- C. Distance.

- V. Music.
 - A. Mixed orchestra—expense.
 - B. School ensemble.
 - C. Juke Box.
 - D. Radio or phonograph.
- VI. Time and date—request.
 - A. Evening.
 - B. After school hours.
 - C. Noon time.
- VII. Publicity.
 - A. Posters.
 - B. Local paper.
 - C. School notices.
 - D. Word of mouth.
 - E. Radio.
- VIII. Transportation.
 - A. If away from school—responsible parties for cars.
 - B. Cost of transportation.
 - C. Distance away from school environment.
- IX. Code of Behavior.
 - X. Chaperonage. (Patron or Patroness).—Parents or Faculty.
- XI. Type of dance.
 - A. Formal.
 - B. Informal.
 - C. Class Dance.
 - D. Traditional.
 - E. Noon time dance.
- XII. Committee to write report following event.
 - A. Becomes part of school social history.
 - B. Aids in evaluation of school.
- XIII. Safety measures.
 - A. Lights.
 - B. Facilities.
 - C. Number of People.
 - D. Necessary equipment.
 - E. Custodial staff informed of event.
- XIV. Entertainment—for those not dancing.
 - A. Various games.
 - B. Musicals—recitals.
 - C. Exhibitions of forms of phys. ed.
 - D. Materials for handiwork.
 - E. Reading materials.
- XV. Clean-up committee.
 - A. Time for cleaning.
 - B. Custodial Staff cooperation.

Students, teachers, administrators, parents, other citizens can work together to promote an outstanding school that will appeal to the youth of the community.

School Spirit--Where Does It Begin?

SCHOOL SPIRIT is a bit intangible but it can be felt and it can be seen at work. It is not something that can be superimposed upon the school by the administration, nor can it be engendered by merely following a rule or set of rules. It is something entirely much deeper than that.

Probably the most that the administration can do is to plant the seeds of school spirit, not with a fanfare that this is being done, but by a genuine practicing of democratic procedures in school human relationships—be these with students, faculty, or parents.

The seeds of school spirit must be rooted in democratic cooperation. The faculty should cultivate the growth of these seeds as they germinate in the school and community, regardless of how they were planted. Teachers need to be alert to see school spirit sprouting and feed it with the vitamin democracy—the true morale builder in a free society.

But it is not enough for the administration

CHESTER C. DIETERT
North Judson, Indiana

and faculty to do this. School spirit will wither and die in the drought of student indifference if the students themselves do not fertilize it with the chemical of initiative and irrigate it with the moisture of achievement. They must initiate and they must achieve. And they should plant new and better seeds for greater production. Only students can do the students' tasks. No one can do this for them.

School spirit cannot stand still and survive. It must keep growing. It is an internal development, not an external application or mere external expression. It is not something static that can be established, applied, or imposed and forgotten.

How may students initiate and achieve? This may come thru the activities of the Student Council, thru an organized panel discussion before the student body or community assembly,

thru a boosters' club, Sunshine club, or thru some other school service club. It can even come from a class discussion.

Too many boosters' clubs boost athletics only. The procedure becomes cut and dried. Eventually the sense of achievement is gone, especially if the team has a losing streak; and school spirit seems "smeared on," a veneer which can go no deeper than a pep session in which students need to be urged and prodded to participate. To avoid this let the boosters' club boost other activities, also, or let there be other service clubs—enough such clubs—to have diversity of activity for the good of school and community!

When school activities are democratically arrived at and sponsored, when they develop from within in response to a felt need by the students themselves, then a spirit of cooperation is engendered which will insure the wholesome development of school spirit.

Often real school spirit has its beginnings in the home life of the students. If the parents advise with interest, understanding, kindness, and foresight the students will take these attitudes into school activities with assurance and courage. None of these virtues can spring up of itself. "Kindness is something we receive and have to pass on to keep it." Courage comes from encouragement. This is the parents' function in the student's attempt to serve his school and fellow-students.

The death of school spirit is student indifference, parental lethargy, and faculty and administration aloofness.

A school is happy indeed if every phase of its life is permeated with a deep loyalty to the purposes of the school. Such loyalty is the essence of school spirit. It can be achieved successfully only when students, parents, administration, and faculty are all keenly alert to serve their schools thru democratic solutions of problems that face them. When they are all in the game they must cooperate to achieve. Then it will seem wrong for anyone to shirk his duty. Duty will enforce itself automatically when the ideal of service is practiced.

Democracy cannot be preserved without practicing it. When thru the cooperation of home, school, and community the school becomes permeated with a deep loyalty it will be easy for students, teachers, and parents to meet one another with a smile and with a feeling of harmony.

What You Need

NEW TYPE WHIRLPOOL

For centuries, man has known and applied the healing properties of wet heat and massage. Even before the ancient learned to make his own fire, he must have discovered that the wet heat of natural hot springs could ease his aching muscle. And eventually he must have learned that he could get faster relief if this wet heat were supplemented with the massaging action of the swirling stream.

In any event, the principles of hydrotherapy are legend. And they are becoming increasingly popular today in the form of commercial whirlpool baths designed for the treatment of muscle injuries.



School coaches throughout the country are sold on the benefits of a whirlpool bath, but they find one important disadvantage. Prices of the units are generally beyond the reach of their school budgets.

Now comes word from Vibra-Whirl and Company of Panhandle, Texas announcing a new whirlpool bath that will meet all school needs, including an economical price. The new unit is the Vibra-Whirl . . . a strong and sturdy whirlpool designed and constructed to permit marketing at a low price and to incorporate an entirely new theory in whirlpool design. For further information, write to Vibra-Whirl and Co., P.O. Box 966, Panhandle, Texas

MUSIC STORIES

Six filmstrips, in full color, tell the stories which inspired composers to write some of our best loved music. This music appeals to children and is widely used for music appreciation in classrooms.

Colorfully, each story is presented in harmony with the nationality and theme of the music. The imaginative character and quality of the work complement the series.

Music Stories include: Peter and the Wolf; Hansel and Gretel; The Nutcracker; Peer Gynt; The Elvish; The Sorcerer's Apprentice. The six filmstrips of the series are sold in a book type box for \$27.00. Individual filmstrips are \$4.75. They may be purchased from The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan, or through its distributors.

ASSEMBLY PROGRAMS

for November

Poets seldom praise November but Americans enjoy the month. Football games, festivals, and Thanksgiving activities receive special emphasis. It is the season for counting blessings. Nature stages a color pageant.

The first few weeks are designated as American Art Week and National 4-H Achievement Week. Art programs and special assemblies commemorate the activity. Education Week and Book Week are also on the agenda.

Daniel Boone was born November 2, two hundred twenty years ago. Teenage boys and girls, enrolled in junior high school history and speech classes, enjoy programs about this great American Scout. Older students, especially Oklahomans, will enjoy a program emphasizing the life of Will Rogers, American humorist, actor and comedian. Appropriate poems can be presented by choric interpretation.

Choric Interpretation

Choric interpretation originated in Ancient Greece about 500 B.C. Responsive reading in church ritual can be traced to medieval times. The Passion Play at Oberammergau has both speaking and singing choruses. While choric interpretation has been used extensively in Europe, American teachers have been slow to recognize the educational values.

Choric interpretation deals with the art of communicating to an audience the emotional, logical, and aesthetic contents of a literary selection. Modern teachers place less emphasis on the memorized, exhibitory, elocutionary style and put more stress on developing interpretation and appreciation. They stress selection, analysis, and understanding.

In choric interpretation, acting may be presented as choric drama similar to creative dramatics but acting involves creating an illusion. Complete subjugation of personality is mandatory in creating the character the actor strives to portray. Movement, properties, lights, and scenery help to create the atmosphere. In choric interpretation, the group endeavors to convey characterization and thought through movement, voice, and facial expression.

The primary purpose is to make the printed page live in the minds of the listeners.

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

Values of Choric Interpretation

Dr. Charlotte Lee, professor of speech, Northwestern University, Evanston, Illinois, outlines specific values of the activity.

Pupils develop greater appreciation for good literature. Verse speaking focuses attention on the analysis of a selection. A criterion for selecting good literature is learned. When meaning is sought, the students must discover the author's purpose and project the thought, mood, and feeling to the listener.

The standards for evaluating literature need clarifying. Dr. Lee suggests, "If a selection is not good interpretative literature, it is not a good selection for choric interpretation." The touchstones for choice of selection include three factors: universality, individuality, and suggestion, according to Dr. Lee.

The following are good criteria for good literature:

1. The selection must be true to life.
2. It must have universal appeal. This means appeal to young and old.
3. Good literature **creates** high ideals.
4. It must be a **worthwhile** subject.
5. A well-written **style**.
6. It should stand the **test** of time.

A third value of choric interpretation is improvement of diction. Clear enunciation and articulation are to be emphasized but not to the extent of being artificial. Dr. Lee warns against the show-off, "arty," style of presentation. The goal is to speak with ease, effectiveness, and accuracy in an intelligent, friendly, interested manner. Diction is important but sincerity in thought-mastery is the fundamental principle.

The fourth value of choric interpretation is social benefits derived through participation. The assembling of the group is a cooperative endeavor. The inspirational aim is to give others pleasure. In choric speaking, everyone is important. Timidity and self consciousness are overcome through sharing, solving problems, and teamwork. A feeling of need and worthiness de-

velops. Psychologists call it ego-involvement. Under the intelligent guidance of an enthusiastic teacher, the verse speaking choir is a pathway to better speech and good citizenship.

Adaptability of Choric Interpretation

Choric interpretation is presented by groups from kindergarten to college. The values outlined by Dr. Lee show that choric interpretation is as valuable as music. An annual choric festival, directed by Dr. Lee, is an interscholastic activity held at Eastern Illinois College, Charleston, Illinois. Last year over 400 students participated in the day's activities. Similar festivals are being conducted in other states.

At Northwestern University, Dr. Lee directs an annual program of choric interpretation. The auditorium is crowded with interested university students and patrons.

A program of interpretation, presented by high school students participating in Northwestern's 25th Annual National High School Institute, included a superior choric interpretation of the *Prodigal Son* by James Weldon Johnson.

Readers were a group of twenty students arranged down right and down left of the stage. Stools and chairs of different heights were used. Costumes were inconspicuous and produced entity. Dr. Lee suggests dark skirts and trousers with white blouses and shirts. Uniformity creates unity.

Dancers interpreted the story. The choreography was in charge of Miss Ellen Franks. The dancers were costumed in colors and danced up stage.

In junior high school, eighth grade students worked out interesting interpretations about Daniel Boone. The coonskin cap, Indians, and wooden guns were interesting properties as Daniel Boone sought "elbow room" through the choric interpretation.

Worthwhile poems are found in anthologies. In November, poems of praise, especially the Psalms, can be presented as effective devotions.

All special day assemblies provide opportunity for choric interpretation. Teachers of English and modern language departments can motivate their students through this speech activity.

Directing Choric Interpretation

Dr. Lee prefers that the teacher stay out of the picture. Superior direction consists in guidance to understanding. She advocates the following technique for starting group speaking. "Places in breath and hold, and start." This is

known as incidental direction. The goal of the group is not exhibitory performance but the interpretation of the selection. The audience concentrates on thinking and understanding.

Action or gestures should describe how the words make one feel. Gestures help to communicate the thought. While the modern interpreter never plans his gestures, the choric group must plan them by using enough gestures and bodily action as the selection will support. "Gesture the way the words make you feel," said Dr. Lee.

Start with a poem that says something. Is it good communication? Before the teacher turns it over to the group, a thorough analysis is necessary. What does the author wish to communicate to the listener?

Points in Directing

1. Select a poem of literary merit and communicative strength according to pupils' ability to appreciate and enjoy. Does it satisfy the criteria or test of good literature?
2. Analyze the poem. Explain the meaning and work out the pictures. Where is the climax?
3. Fight monotony of tones by emphasizing thought, especially stressing verbs and nouns.
4. Does the group know the meaning of words, phrases and lines?
5. Is pronunciation correct and acceptable? Avoid mechanical, stilted styles and also dialects.
6. What pauses are necessary? Are word groups distinct? Watch phrasing. The English teacher will help.
7. Are facial expressions emphasizing thought and mood?
8. Classify and group together, light, dark, and middle voices for pitch and quality.
9. Keep the group under twenty-five persons. Any formation is good. Semi-circles or wedge-shaped formations are used.
10. Select the solo parts by class judgment but vary responsibility. Avoid developing "stars."

EDUCATION WEEK ASSEMBLY

All-School

Suggested Scriptures: Matthew 6:25-33

General Theme: Good Schools are

Your Responsibility

Daily Topics

November 7: Ideals to Live By

In the classes of English literature, pupils can discuss or show through creative dramatics, the several cardinal virtues found in Spencer's

Fairie Queens. Contributions of great men can be used for a quiz program. Short skits on honesty, truthfulness are adaptable from lives of great men.

Students should be encouraged to write original scripts about the community leaders. Miss La Reine Griffin, teacher of reading in Emerson Junior High School, used this suggestion.

Education stepped through the door of opportunity. Each student discussed the contribution of a community leader. He obtained his information through interviews.

November 8: Teachers of Tomorrow

Most communities or schools have a chapter of the Future Teachers of America. These young people can present interesting high lights for the assembly program.

November 9: Investing in Good Schools

A panel discussion of community leaders or students can show how investments pay dividends. Visual aids, posters, charts, and graphs will help hold attention.

November 10: Working Together for Good Schools

This can be illustrated by a quartette, all singing a different song. Then they harmonize, when they all sing together.

November 11: Effective Citizenship

Students can devise a score sheet for evaluating effective citizenship. They must learn to respect and defend the forces of law and order.

Enid High School students adopted a Courtesy Code, for everyday living. Materials for programs are obtainable from the National Education Association.

November 12: Teaching Fundamentals Today

Pupils are skilled in writing rhymes about 3 R's of yesterday but three more are **rights, responsibilities, and human relations**. These are the 6 R's for good citizenship.

November 13: How Good are Your Schools?

AEW is sponsored by the National Education Association, American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. These national organizations will cooperate with assembly programs during Education Week.

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1954-1955

WHAT SHOULD BE THE FOREIGN TRADE POLICY OF THE UNITED STATES?

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The Assembly devotional can be scripture reading regarding school subjects:

Music, Psalms 96:1-2

Mathematics: Matthew 6:25-33 and II Timothy 2:15

Poetry: Psalm 119:9-16

Wisdom: Proverbs 4:1-8

LOYALTY ASSEMBLY

Social Science Department

Suggested Scripture: I John 6:45

The Boy Scout's theme is a good theme for the loyalty assembly.

This year the pledge to the flag has been extended. President Eisenhower announced the action and adoption by Congress of the addition of words, "**Under God.**" He stated, "From this day forward the millions of our school children will daily proclaim—the dedication of our Nation and people to the Almighty."

Every beautiful morning the bugle sound of "Call to the Colors" floats over the junior high schools of Enid, Oklahoma. In the short ceremony, all students stop and watch the flag as it is raised to the top of the pole. Recently, a high school student mentioned that he thought the flag-raising to be "the most beautiful sight in America, especially when it floats on the breeze."

A unit on the flag salute in high school or junior high will pay many dividends. The history of the hand salute is said to have originated in the Crusades. The editor of the Youth's Companion, Francis Bellamy, wrote the original form. For many years the authorship was contested. The D.A.R. clarified the controversy.

Eighth grade students found that authorities differ on the punctuation. There is no comma after flag. Most persons pause after flag.

Congress adopted the pledge in 1945. At present it reads:

I pledge allegiance to the Flag of the United States and to the republic for which it stands, one Nation, under God indivisible, with liberty and justice for all.

Numerous songs and poems have been written to commemorate the flag. **America for Me** is a musical reading. **The Flag is Passing By**, and **Old Glory** are adaptable for choric interpretation.

A film "America the Beautiful" is also available. Teachers who have viewed the cinerama at Chicago, or any of the five other cities, can appreciate the beautiful vastness of our nation.

Forward on America's team: our coach is President Eisenhower. We are players. The

huddle concerns preparation for life. The signals emphasize the need for prayer and clean living. If we abide by the rules of the game, we will cooperate. Failures call for penalties. Fumbles may be recovered. A touchdown means opportunity. The score depends on service to others. Kicking the extra point means taking part and cooperating in the American game of life. Let's go forward on Liberty's Team. Every American is a Player.

The following is a script written and presented by junior high school students. Large pictures can be used. However, slides are better.

Uncle Sam's Lesson

Scene: The schoolroom: Billy is staring at a large flag.

Narrator: The schoolroom is warm and bright. Billy stares at the big flag on the wall. It is beautiful. But look the flag is moving! A figure steps out of the flag. (Pause). Yes, you guessed it. It's Uncle Sam!

Uncle Sam: Well, Billy, you are staring at me so hard, do you want to ask me something? What is it?

Billy: Oh Uncle Sam, I didn't know you were in the flag!

Uncle Sam: Yes, I am in every American Flag, Billy, in the big ones, and little ones, in the silk ones and cotton ones. I am the Spirit of the Flag and if anyone cares enough about me, I show myself to him. What can I do for you, Billy?

Billy: I was just wishing when you came out of the flag that I could see all of the United States.

Uncle Sam: That's a big wish but I know something better. How would you like to go on a journey with me?

Billy: Sure, that's swell!

Uncle Sam: All right, Billy, jump on my magic carpet and I'll show you everything. (They step on a carpet.)

(Curtain closes for a few moments)

(A large map is placed down center.)

Narrator: Hardly knowing what happens, Billy is sailing through space. In the next scene we will show you what Uncle Sam shows him.

SCENE 2

(Curtain opens. Billy and Uncle Sam are looking at the map.)

Uncle Sam: Look, Billy, (Uncle Sam gestures as narrator speaks.)

Billy: Oh, my wish has come true?

READ! *Believe!* **THINK!** *Evaluate!* **STUDY!**
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! *ACT!* **ASSIMILATE!**
APPLY! *Patronize!* **BUY!**
SCRUTINIZE! *TRY!* **ORDER!**
DELIBERATE! *BUY!* **THRILL!**
Be Glad! **REJOICE!**

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Narrator: Yes, here is this wonderful country, the United States of America. Here they see the blue lakes and mighty rivers; the plains and the forests; the mountains with their jagged snow capped peaks; and then the hot, dry desert.

Billy: It's wonderful country! Oh, look there's the Grand Canyon.

Uncle Sam: Yes, it is a beautiful country and it's rich, too. There is coal, gold, and silver in those mines. The oil wells are right here. All the nations want oil. Those are the forests, which shelter birds and animals. They will die if forests are destroyed.

Billy: Who will want to destroy forest? Nobody would be that mean would they?

Uncle Sam: (Sadly) You are wrong, Billy, millions of trees have been burned by careless people. They forget to put their camp fires out. They scatter picnic papers too. Greedy men cut the trees wastefully so they can sell them.

Billy: Don't let them do it, Uncle Sam!

Uncle Sam: I can't do it alone. Perhaps if you help, Billy, maybe, we can stop it.

Billy: I'll help, so will all the boys and girls of my school. Here at Emerson, we have nearly eight hundred.

Uncle Sam: With every boy and girl helping, the Spirit of the Flag can do many things. Look down again Billy.

Narrator: Billy looks at America. He sees big cities; railroads connecting different parts of the land. Long freight trains loaded with fruit and fuel, travel all over the land. Passenger trains carrying people. Paved roads running north and south, east and west; Billy looks at the wonderful work and loves it all.

Uncle Sam: You see, Billy, the United States is tied together by people working and living. The Spirit of the Flag is working together for the good of the country. We must help each other. The United States of America is a beautiful and rich country. All of you boys and girls of the land must help keep it so. Remember

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when you look at the flag, that the Spirit of our Flag is the glory of helping each other. By working together we can always keep it flying over all the United States.

SPEECH ASSEMBLY **Speech Department**

Suggested Scripture: I Kings 1:10-12

When the Enid Business College committee requested a program for an assembly, thirty-two students cooperated.

"Mend thy Speech" was the theme. The first hour class presented a television skit. The scene opens with Sandra Barris trying to think of an idea for a speech. She pages through her speech text; then turns to the television. The morning program solves her problem.

Ann Hayes is director of a program on "Poise means Power" over station KNOW from Enid High School. Judy Grove presents the types of speakers: Telephone Tom, Sloppy Joe, Robert Rocking-horse, Olga Overdress, Terry Turtle, and Rita Rabbit. Mike Austin shows how their posture can be corrected with proper drill. Then Shirley Haskins shows the importance of appearance. The Boy and Girl from Enid High appear correctly dressed.

The second hour class presented a panel discussion on "Courtesy in Conversation." Paula Paine was moderator. A number of students planned to ask questions after the group illustrated the wrong and right way to participate in conversation. The group agreed that thinking of others is the key to conversational courtesy.

Individual numbers included a medley of songs on the accordion. An advanced class used two selections to show the correct method of interpretation. "The Curfew Shall not Ring Tonight" was done in elocutionary style while a cutting from **My Sister Eileen** entitled "Hungah" was interpreted by Suda Bobbitt.

The work was done in class periods. Bert Bucher, president of the Enid Chapter National Forensic League, wrote continuity and presented the program.

THANKSGIVING ASSEMBLY **All-School**

Suggested Scripture: Psalm 100

Devotional for the Thanksgiving assembly is given by a verse choir. Committees may work out a choric drama using the variable theme, "We Give Thanks." The **Landing of the Pilgrims** by Felicia Hemans is suggested as the basis for the presentation.

The verse choir is seated at right and left of

the stage. The singing chorus is seated in front of the stage.

In the first stanza, darkness, lightning, and thunder create atmosphere. Then the first stanza of the poem is given by the chorus.

When the "Pilgrims moor their bark on the wild New England shore," a large rope is pulled across the stage by actors.

Costumes are dark suits. Crepe paper or white muslin collars are easy to make. Hats are made from painted cardboard. Students can make their own costumes.

"They shook the depths of the desert gloom. With their hymns of lofty cheer."

The singing chorus presents one stanza of a Thanksgiving hymn. Suggested ones include:

Faith of Our Fathers
A Mighty Fortress Is Our God
Old Hundred
In the Hour of Trial
Whispering Hope

One hymn should be used for building toward the climax. This is preferably a vocal solo. "Now Thank We All Our God," should be used as the beginning and closing theme.

Narrators should use quiet, sincere voice qualities working close to the microphone or speaking slightly across a brush mike. For pacing, there should be frequent changes in speed and inflection.

WE GIVE THANKS **(Suggested script)**

Narrator: All over America we celebrate Thanksgiving. We give thanks for our blessings.

Music: "America, the Beautiful"

Choric Group: Psalm 100.

Narrator: What is American Thanksgiving? A feast day? Yes! It's the only legal feast day in the world. It's a historical holiday. (More of the history may be presented.)

Reader: (The President's Proclamation.) Use cuttings from Lincoln's or President Eisenhower's proclamations. Several Presidents have proclaimed unusual ones of literary value.

Narrator: It all started when a band of Pilgrims sought a new and greater way of life.

The verse choir interprets while the dramatic group shows scenes from the poem.

The last scene should be the open Bible on a white pedestal, a burning candle (flashlight); the globe, and the Flag are arranged near it. A poster, Freedom to Worship, in large letters, is placed below the Bible. A lavender or amber spotlight is effective. The theme song is sung at this time.

News Notes and Comments

Boy Scouts in the Americas

The Inter-American Council of Boy Scouts sponsors the exchange of correspondence among Scouts in the Western Hemisphere. This "pen-pal" scheme is part of a world friendship program. Two new publications in Spanish have been released: "Scouts . . . y por que no," on fundamentals of Scouting, and a manual on scouting for troops of blind, crippled, and other handicapped boys.

Scout Week was celebrated with great enthusiasm throughout Brazil and Peru in April and May 1954.—Pan-American Union Briefs, Washington 6, D.C.

Postal Archery Meet

The Illinois League of the High School Girls Athletic Association is sponsoring a postal archery meet to be held in October. Entry blanks were enclosed with the supplies sent to advisers in August.

Attend Aviation Education Workshops

More than 1,000 teachers participated in air-education workshops in the United States and Puerto Rico during the summer.

The workshops, sponsored by the Civil Air Patrol, the Air Force, the aircraft industry, and other agencies, are conducted to help teachers better understand the role of aviation in modern life and to help them prepare comprehensive studies for their own classes.—Planes

Dartball Leagues

Harold "Zip" Morgan of the Milwaukee, Wisc., Board of Education is chairman of a statewide dartball committee and can send you a directory of all their numerous dartball leagues and also much information about promoting this very interesting competition. The leagues already have over 10,000 players on a thousand teams, all of which reveals that with a little imagination much can be made of this excellent program activity. Write to him for data about dartball, and maybe you can go and do likewise.—Youth Leaders

Extend Services To Posts

During the last year, THE ALLIED YOUTH was increased to twelve pages, incorporating each month a ready-to-present program for club meetings. The programs alternate between "Alcoholfax" and "For Health and Happiness," the new personality development series. New and

comprehensive educational and organizational materials have been completed and are being distributed to Posts this fall. Their address is 1709 M St., N.W., Washington 6, D.C.

Our Pledge of Allegiance

An amendment has been made to the pledge of allegiance to the flag and it is now a law. The words "under God" have been added, so that the pledge now reads, "one nation under God, indivisible, with liberty and justice for all."

Cross Country Run

A cross country run for Nebraska high school boys, sponsored by the University of Nebraska Athletic Department and approved by the NSAA, is being held at the University, this year the latter part of October.

Each member school of the NSAA is entering not to exceed four boys. All contestants must be eligible under the rules of the NSAA. No team championship will be determined this year, but medals will be presented to winners of the first ten places. Jerry Lee, Track Coach, University of Nebraska Coliseum, Lincoln, Nebraska, is in charge of the program.

Helicopters

The third in a series of aviation education booklets by the National Aviation Education Council is "Helicopters," which tells how the helicopter operates, what it can do, and what it will mean to the community and the public.

The 32-page booklet is produced for students in order to increase their understanding of the social impact of aircraft upon the community.

Single copies are 50 cents from the NAEC Materials of Instruction Committee, 1115 17th, N.W., Washington 6, D.C.—School and Community

Parents Organize

One of the newest organizations in the country is the "Band Booster" movement that gives parents of school band members a chance to organize and back their children's band. Already more than 61 per cent of the nation's schools with bands have special band parents' groups.—AMC News

Driver Education at New High

Driver education has assumed an increasingly important position in the curriculum of the nation's high schools, colleges, and universities dur-

ing the last 18 years. From a pioneer course at Pennsylvania State College in 1936, the subject has advanced to a present total of well over 425 courses in more than 200 colleges throughout the 48 states. Of the more than 20,000 high schools in the country, over 6000 have training cars and conduct complete driver education programs. Several thousand others give classroom instruction. The first college textbook on "Highway Safety and Driver Education," authored by Stack and Brody, has been published by Prentice-Hall, Inc., of New York.—Ohio Schools

Survey Recreational Possibilities

A two-year study of Recreation for the Aging of North Carolina has been announced through the chancellor of the University of North Carolina, Robert B. House. Made possible by a grant of approximately nine thousand dollars to the university, given by most of the insurance companies of the state for this purpose, it will be directed by Dr. Harold D. Meyer through the Institute for Research in Social Science. The project will be closely related to the activities of the North Carolina Recreation Commission.—Recreation

"Let's Go to Press"

"Let's Go To Press" is the title of the new NSPRA handbook to help you recognize and get into print newsworthy school stories. This is a two-color, illustrated booklet which may be obtained for \$1.00 per single copy or in larger quantities for less. There are chapters on **The Newspaper Reporter, The Newspaper Editor, Good Newswriting**, and other interesting jobs which enter into school news reporting. This new booklet can be secured from the National School Public Relations Association, 1201 16th St. N.W., Washington 6, D.C.—Georgia Education Journal

School Publications Exhibit and Contest

The Maryland Scholastic Press Advisers Association is sponsoring a high school publications exhibit contest to be held in Baltimore during the 87th convention of the Maryland State Teachers Association. Students from schools entering exhibits will act as hosts and hostesses at the booth.

Dr. Laurence R. Campbell, dean of the Flori-

da State University School of Journalism at Tallahassee will give an address on "The Improvement Of Advisers Status" during one of the programs.

Using the Tape Recorder

This is the title of a handsome 40-page booklet recently published by the Board of Education of the City of New York. About half of the content is devoted to educational uses of tapes, and about half to the operation of tape recorders. The latter part, with 53 pictures and diagrams, should enable the most thumb-fingered of us to find the right knobs and buttons.—Exchange

New Labels for Tape Recordings

Identification of tape recordings is made easier as the result of a new pressure-sensitive labeling tape called "Scotch" write-on tape No. 48. It provides a continuous roll of 40 printed labels that stick at a touch to the reels themselves. Complete with a convenient metal dispenser, the new labeling tape features a special mat finish that can be written on with pen, pencil, ball point pen, or typewriter. The 3/4-inch-wide tape retails for 25 cents in 100-inch lengths and for \$1.25 in lengths of 66 feet.—The Texas Outlook

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How We Do It

STUDENTS EARN THEIR OWN ATHLETIC EQUIPMENT

Two years ago I taught in a small township high school with an enrollment of thirty-two. Fifteen of this number were boys and I was to be their basketball coach.

With a group of this size there is very little selection as to who will make the team. There is also very little competitive spirit for berths.

Athletics in the school had no financial backing from school funds. Provisions must be made to raise money as there was very little equipment to work with. (It is important to note there was a reserve of about \$30 from the previous year.)

I called a meeting of the boys one day after school and explained the gravity of the situation. I also explained that the equipment to be purchased would be theirs as a group.

This feeling of ownership, of belonging, really rang the bell. The boys immediately set about determining what the needs and desires would be. Among the imperative needs were new basketballs, new baskets, possibly new backboards, re-stripe the gym, refinish the floor, and better lighting. The greatest desires were new warm-up jackets and a clock.

Then came the problem of the means to secure these ends. The following possibilities were selected and listed on the board. They were: a pancake supper, a bake sale, sell the old warm-up sweat shirts, dances, and last but by far not least, an acceptance of the responsibility of producing a yearbook with the proceeds to go into the athletic fund.

The first project undertaken was the pancake supper. The boys set about making the posters to be distributed to the surrounding area. "All you can eat for 75¢"—Pancakes and Sausage (heavy on the pancakes, of course.)

The boys did the purchasing, waited on tables, did the dishes, and had their mothers do the cooking and make change. My car and I were at their disposal for distribution of posters. The net profit was \$45. We had begun to make progress.

The bake sale was the next undertaking. Again the mothers did the work as far as preparing the baked goods, but the boys handled all

the details relative to making this a success. The gain was \$27.

Most of the boys bought the sweat shirts for their own personal use at a cost of \$1 per shirt. Those that remained were sold to any of the students who desired one. The financial replacement: \$12.

The last project, that of producing the first school yearbook, was their greatest achievement. They determined that they could solicit the help of the high school girls by promising them that some of the purchased equipment would be at their disposal.

Again I put my car, camera, and myself at their disposal as there would be a dire necessity for transportation and pictures. I also showed them how to sell their advertising by selling two for them. From there on they were on their own.

They surpassed all expectations by selling about thirty dollars worth of advertising above and beyond the quota set up. A make-up committee composed of boys and girls set up the arrangement of the book. The Selling Committee took care of sales. All the copies were sold, netting approximately \$75.

A friend of mine operated a sporting goods store in my home town so the boys asked me if I would do the purchasing. As things turned out we received special consideration on our purchases and we realized all the objectives we had set up.

Before the season had terminated we had purchased four first class basketballs, new rims and nettings for the baskets, and restriped the floors. We had also purchased new warm-up jackets and a large school trophy on which the name of the most valuable player of the year would appear. Finally, we had secured some playground equipment to be used by the girls and lower grades for recreation programs such as softballs, volley ball and net, soft ball bats, baseballs, and baseball bats.

Obviously, it was a very fine school year, full of activity and achievement.

At Commencement exercises I made a special point of complimenting the boys and girls for their fine accomplishments.—P. A. Suriano, Teacher-coach, St. Ignace High School, St. Ignace, Minnesota

"STARS ON REVIEW"

The project which I am about to describe took place in the Ballard-Hudson Senior High School in Macon, Georgia. The school has an enrollment of 1400 students. Some of the activities that are available for the children are as follows: Student Council, basketball, football, baseball, tennis, N. H. A., N. F. A., Lincoln Honor Society, Tri-Hi-Y, Hi-Y, Girl Scouts, Boy Scouts, Y-Teen, music club, English club, French club, D. E. club, science club, social science club, student community club, library club, math club, Future Teachers of America, school paper, and several others.

All of the above organizations are open to any student who wishes to take part. We at Ballard-Hudson deem the extracurricular activities play a major part or role in the child's life.

Having listed a few of the activities that we have available, I shall now describe a project which the children carried out very successfully.

The N. H. A. Club members decided at one of their meetings to sponsor a community program at the school with the hope of arousing the interest of the student body, as well as that of the community, in citizenship.

They first gave their program a title, which was called "Stars On Review." They decided upon the type of costumes that they needed. So they went to the art teacher and secured her aid. For stage equipment they came upon a nifty idea. The young men who were members of the club and were taking vocational courses, such as shop, brick masonry, agriculture, and auto mechanics, would devise the necessary equipment.

We, as sponsors, sat back and allowed them to use as many of their ideas as possible. Two boys came up with this idea—build a miniature project in order to show how homes should be kept and to inspire the spirit of home ownership. Five boys who were taking vocational agriculture built and constructed a small farm which was quite modern.

The girls decided that they would sponsor a cooking school. They went to the Home Economics teacher for information on that line. Some of the children were able to get their parents to come out and appear on their program.

The most amusing thing about this project was the way in which they brought in the other clubs and organizations of the school. The housing project was built and members of the other clubs were owners in many cases. The farm was

put in review; and on the farm project they brought in members from the science club and the math club as soil experts, land surveyors, etc.

Before the review started they had a short literary program. On this program the presidents of all clubs and organizations were introduced. The president of the N. H. A. asked the cooperation of all other clubs throughout the school year. After this phase, the main project started passing in review.

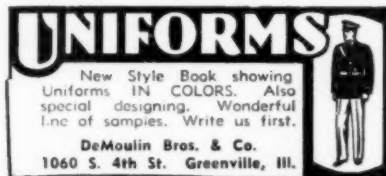
You saw the successful farmer, the home owners with an upkeep spirit. The home owner who didn't care about the upkeep of his home came by. The community baker came by, the carpenter was seen building, the brick masons were seen constructing various buildings. The auto mechanic was seen, body and fender men were seen at work as they passed by.

The project was one that can't very well be described on paper, but it was very successful. One of the good aspects of the project was the vast amount of student participation. The entire project was original (by students). The project grew out of citizenship awards that are given to the boy and girl who show by their activities that they possess the qualities of a good citizen.

The mayor was to make the awards, so the N. H. A. Club asked for the opportunity to be responsible for the program for the occasion. It was evident that they did a wonderful job of demonstrating their initiative by the type of program they presented; and the cooperation and responsibility was tremendous.—A. C. Kel, Jr., Ballard-Hudson Junior-Senior High School, Macon, Georgia

ARCHERY IS EXCELLENT SCHOOL ACTIVITY

Archery has been a leisure time activity for many people since ancient times. The archery tournament was the most popular form of sports during the Medieval period. During recent years classes and clubs connected with high schools and colleges, Y.M.C.A.'s, Y.W.C.A.'s, and com-



munity groups have organized archery teams. The activity seems to be gaining devotees very rapidly.

Start an archery team in your school in connection with physical education, or let some group primarily interested in physical training or recreation take up the activity. Little expense will be involved, as it is possible for the group to make its own equipment.

Little skill and effort are required to make bows, arrows, and targets of different sizes and styles. A flat bow with a pull sufficient for a high school pupil may be made from hickory wood. Flat bows of the style of the English long bow may be manufactured from a high grade of lemon wood.

Suitable for both boys and girls, archery gives excellent training in the coordination of mind and muscles. Wonderful for strengthening the muscles of the back, developing the chest, and normalizing the arms, it is a pastime which may become a highly educational hobby. Archery matches can be made one of the most interesting and valuable activities in the high school program.

Comedy Cues

Please Be Careful

Pat, a truck driver, stopped suddenly on the highway. The car behind him crashed into the truck and its owner sued the Irishman.

"Why didn't you hold out your hand?" the judge asked.

"Well," replied Pat, indignantly, "if he couldn't see the truck, how in heaven's name could he see my hand?"—Miss. Educ. Advance

Pass the Puck

Zoology teacher: Harold, what has wings and can't fly?

Little Harold: A hockey team.

Sometimes We Wonder

"This is my car," shouted the motorist to the garageman, "and what I say about it goes—see!"

Just then the mechanic crawled from under the car and pleadingly said, "Say engine, Mister."

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The Job SECURITY of a Good Teacher is a Matter of PUBLIC RELATIONS

"Teacher Teamwork With a Problem Public" is highly worthwhile reading. The author does not hesitate to call a spade a spade. He brings to the surface many of the undercurrents in the educational world which are hushed up or not frequently enough discussed in open conference."

—N. L. ENGLEHARDT in SCHOOL EXECUTIVE.

The teacher's biggest problem is not teaching his students the fundamental subject-matter of the courses in which he is professionally qualified.

It is, instead, the problem of "teaching" the vast, indefinite "public" just what a school system is for and how it is organized to do that job. It is the problem of integrating himself or herself into a community which, while perhaps not actively hostile, can nevertheless make a teacher's life unhappy by demanding higher standards than the parents themselves are willing to set for their children.

"TEACHER TEAMWORK WITH A PROBLEM PUBLIC" defines these difficulties by outlining their historical origins. The second part of the book,

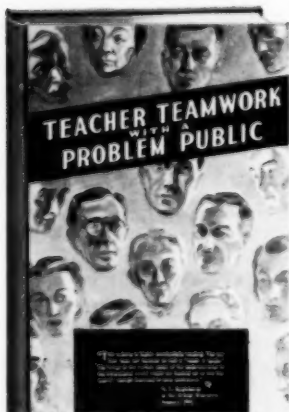
entitled "So What?," then proceeds to list and discuss ways in which the teacher can meet these situations. Included are the personal qualities that make a good teacher, the merits of effective teacher organization, how to achieve teacher-parent cooperation, public enlightenment and the means for obtaining it through newspapers, school programs, etc.

This book is a positive and constructive treatment of the basic problem of our public schools—the problem of public understanding, cooperation, and support. It shows the teacher how he or she can change mere acceptance of a school program to active endorsement, and replace public indifference with sympathetic enthusiasm.

"Teacher Teamwork with a Problem Public" by C. R. Van Nice

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"The book has a reading difficulty of sixth-grade placement. Selected units may be taught as needed during the year, or the work may be covered by an average class in a short course of six to seven weeks."—Review in *The Civic Leader*, Civic Education Service, Washington, D.C.

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